

# **DIAGNOSTIC REVIEW REPORT**

## **FOR**

# **KNOX COUNTY PUBLIC SCHOOLS**

**200 Daniel Boone Drive  
Barbourville, Kentucky  
40908**

**Kelly Sprinkles, Superintendent**

**March 9-12, 2014**



***North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.***

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## **Introduction to the Diagnostic Review**

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

## **Part I: Findings**

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

### **Standards and Indicators**

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

## Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	<b>Standard Performance Level</b>
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<b>2</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent’s presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> </ul>	<b>2</b>

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> </ul>	2
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2

Indicator	Opportunity for Improvement
1.1	Implement a formalized process that is inclusive of a wide-range of stakeholders to regularly review, revise, and receive communication about the district's purpose statement.
Rationale	

#### Student Performance Data

- District performance data, which slightly improved in 2013, does not suggest that the district has established a systematic process to communicate its purpose statement to stakeholders so that a focus on student achievement is understood and embraced by all.
  - The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013.
  - Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013.
  - Student Growth Percentile, which measures typical or higher academic growth, slightly increased across the school district between 2012 and 2013, but remained lower than the state average, especially in the area of mathematics.
  - In general, district performance data implies a lack of stakeholder involvement and buy-in to the district's purpose.

#### Classroom Observation Data

- Classroom observation data collected at Knox Central High School does not indicate that the district has established consistent expectations for the systematic use of research-aligned, highly effective instructional practices in all classrooms.
- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in only 32% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident/very evident in only 28% of classrooms. This data suggests that the school has established a high expectations environment to a limited degree.



## Stakeholder Survey Data

- Regarding the level of stakeholder involvement to review and revise the school's purpose statement, staff survey results present a much higher level of agreement than the parent and student survey results. Other survey statements indicate that the school staff members are not satisfied with the school's communication methods to the community or the community's support for the school's efforts to improve.
  - 90% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
  - TELL Kentucky KCHS survey data indicates that 58% of the teachers agree or strongly agree that the school maintains clear, two-way communication with the community.
  - TELL Kentucky KCHS survey data indicate that 46% of the teachers agree or strongly agree that the community is supportive of the school.
- Student survey results are less positive than staff results and imply a high level of ambivalence and disagreement with the process the school uses to communicate with families and students to promote high expectations.
  - 63% of students agree or strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
  - 51% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning." Of particular note, 34% of the students in grades 10-12 chose neutral as their response to this item.
  - 72% of students agree or strongly agree with the statement, "In my school, the principal and teachers have high expectations of me."
- Parent<sup>1</sup> survey results indicate a contradiction to the staff's positive perception regarding the degree of parent involvement in the review of the school's purpose statement:
  - 69% of parents agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

<sup>1</sup> One hundred forty-six parents responded to the survey. In a school of approximately 850 students, this is slightly less than the desired minimum return rate of 20%. Nevertheless, it is important that the voice of responding parents be honored, while understanding that the lower return rate fails to meet the statistical threshold. Additionally, the lower return rate is another reflection of the need for school and district personnel to expand their efforts to increase parental participation in their child's education.

#### Stakeholder Interviews, Documents and Artifacts

- The district's new vision and mission statements, adopted on October 22, 2013, are:
  - Vision statement - "Inspiring leaders and changing futures...one child at a time."
  - Mission statement - "KCPS ensures students will be challenged to excel through rigorous and individualized instruction, inspiring them to become productive and contributing members of our community, thus creating positive change."
- Review of documents and artifacts indicated that the district's statements of purpose and direction (vision and mission) were not reviewed or revised with involvement from a variety of stakeholders or that a formal, systematic process to garner stakeholder feedback was conducted during the revision of the purpose statement.
- Review of documents and artifacts revealed that the district's Board of Education members adopted the new vision and mission statements by signing a resolution to make the action official. The resolution states that the Board of Education members will work in conjunction with the superintendent to uphold the intent of the vision and mission statements.
- Review of documents and artifacts showed that the district held two work sessions to develop its new vision and mission statements. There was no documentation indicating who attended the work sessions.
- According to the district's Self-Assessment, "...purpose statements are not always regularly communicated to stakeholders by each school," which indicates that the district has not established a systematic process for external stakeholders (parents and community members) to be informed of and involved in the development and support of the schools and district's purpose and expectations.
- The superintendent stated during his presentation that he recruited one Board of Education member, two parents, an advisory council member, several teachers, and a newspaper reporter to be involved in the revision of the district's mission and vision statements.

#### Other Pertinent Information

- The district rated itself as a 3 on the Self-Assessment for this indicator, which is higher than the team's findings.

Indicator	Opportunity for Improvement
1.2	<b>Develop district policy and clear procedures that require all institutions to implement a systematic and comprehensive process to review, revise, and communicate purpose statements that are focused on student achievement. Hold all institutions accountable for the execution of the policy and procedures.</b>
Rationale	

### Student Performance Data

- District performance data, which slightly improved in 2013, does not suggest that the district has established a systematic process to communicate its purpose statement to parents, teachers, students, staff, and the broader community so that a focus on student achievement is understood and embraced by all stakeholders.
  - The district's overall accountability scored increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013.
  - Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013.
  - Student Growth Percentile, which measures typical or higher academic growth, slightly increased across the school district between 2012 and 2013, but the results remained lower than the state average, especially in the area of mathematics.
  - Knox Central High School's accountability achievement in the area of mathematics for 2013 is of particular concern since no students scored at the Distinguished level and only 11.1% scored at the Proficient level. This percentage is significantly lower than the state average of 8.4% of students scoring Distinguished and 27.6% of students scoring Proficient in mathematics.
  - Knox Central High School's student growth combined points for reading and mathematics for 2013 was 51.2%, which was slightly below the state percentile of 57.2%.
  - In general, district performance data implies that a lack of stakeholder involvement and buy-in to the district's purpose impacts low performance on student accountability assessments.

### Stakeholder Survey Data

- Staff survey results indicate that the staff has very positive perceptions of their engagement in the process to review and revise the school's purpose statement.
  - 90% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
  - TELL Kentucky 2013 KCHS survey results indicate that 77% of the teachers agree/strongly agree that the faculty and leadership have a shared vision, an approximate 22.6% increase from 2011 respondents for the same survey item.
- Student survey results indicate that over one-third of the students who responded to the survey are ambivalent about or disagree that their families have a good understanding of the school's expectations and purpose statement.
  - 63% of students agree or strongly agree with the statement, "In my school, the purpose and expectations are clearly explained to me and my family."
  - 72% of students agree or strongly agree with the statement, "In my school, the principal and teachers have high expectations of me." This low percentage implies that the students are not aware of the school's purpose statement and its focus on student

expectations for success.

- Parent survey results indicate that approximately one-third of the parents who responded to the survey do not feel that the school used an inclusive and formal process to review and revise its purpose statement.
  - 69% of parents agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents.”

#### Stakeholder Interviews, Documents and Artifacts

- Review of documents and artifacts revealed that the district did not use a systematic process to garner stakeholder feedback to review and revise its purpose statement.
- Review of documents and artifacts indicated that the district’s Board of Education members signed a resolution in October 2013 to officially adopt and support the new vision and mission statements.
- Review of documents and artifacts showed that the district held two work sessions to develop its new vision and mission statements. There was no documentation indicating who attended and facilitated the work sessions. The superintendent stated in his presentation that he selected a small group to revise the mission and vision statements.
- According to the district’s Self-Assessment, “the system does not currently have a process requiring school councils to review and modify...purpose statements.”
- Additionally, the Self-Assessment stated, “that the district has not established a systematic process for external stakeholders (parents and community members) to be informed of and involved in the development and support of the schools and district’s purpose and expectations.”

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
1.3	<b>Monitor the execution of the district’s new focus and shared values about quality teaching, commitment to excellence, and increased student achievement. Ensure that all district and school programs are student-centered and include a variety of challenging learning experiences.</b>
<b>Rationale</b>	

#### Student Performance Data

- Knox Central High School’s state accountability rose from 46.8 in 2012 (16<sup>th</sup> percentile) to 52.6 in 2013 (40<sup>th</sup> percentile), primarily from improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited improvement in some areas of the overall core academic program (e.g., social studies and Language Mechanics). Student

NAPD (Novice, Apprentice, Proficient, Distinguished) accountability scores fell in core academic areas of reading, mathematics, and science.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
YEAR	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

- The percentages of students performing at Novice or Apprentice levels in core academic areas remain high.
  - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
  - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
  - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
  - 2013 social studies Achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
  - 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.
- Knox Central High School's ACT composite of 17.6 for 2013 demonstrates growth of 0.2 points. It is 1.6 points below the state average, but 0.3 points above the district's average.
- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data. In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%. In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%. In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.

#### Classroom Observation Data

- Classroom observation data collected at Knox Central High School indicates that the school/district inconsistently applies and communicates high expectations for quality instruction.
  - The use of exemplars for high quality work was evident/very evident in 14% of classrooms.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in only 32% of classrooms.

- Instances in which students were asked or responded to questions that required higher-order thinking were evident/very evident in 28% of classrooms. This data suggests that district-sponsored professional development on rigor and relevance has had minimal impact on the improvement of lessons that are challenging and require critical thinking.

#### Stakeholder Survey Data

- Staff survey results indicate that school staff members solidly believe that their values, beliefs, and purpose statements clearly underscore student success and academic achievement.
  - 98% of staff agree or strongly agree with the statement, “Our school's purpose statement is focused on student success.”
- TELL Kentucky 2013 KCHS survey results indicate that 54% of the teachers agree/strongly agree that students follow rules of conduct.
- TELL Kentucky 2013 KCHS survey results indicate that 58% of the teachers agree or strongly agree that the teachers consistently enforce rules for student conduct.
- Student survey results indicate that over one-third of the students are ambivalent toward or disagree that their school’s curriculum and instruction are focusing on student success.
  - 65% of students agree or strongly agree with the statement, “In my school, a high quality education is offered.”
- Student survey results indicate that they have negative perceptions about the way in which students and staff treat each other, strongly suggesting that there is a level of discontent among most students.
  - 39% of students agree or strongly agree that they are treated with respect, suggesting that the school has not established a culture that meets their needs.
  - 28% of students agree or strongly agree that they show respect towards the adults in the school.
  - 72% of students agree or strongly agree that the principals and teachers have high expectations of the students.
- Parent survey results indicate a closer alignment with the staff’s perceptions regarding the school’s establishment of a learning environment that has high expectations and provides a quality curriculum:
  - 83% of parents agree or strongly agree with the statement, “Our school has high expectations for students in all classes.”
  - 80% of parents agree or strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”

## Stakeholder Interviews, Documents and Artifacts

- Interview information from district staff confirmed that previously developed curriculum remains in use, and their efforts to monitor its implementation have been limited to calibration walkthrough observations conducted at Knox Central High School.
- Interview information from district staff indicated that vertical and horizontal planning for standards and curriculum are a goal for the future.
- Interviews with district staff indicated that they plan to implement new programs to improve student learning in the future.
- Review of documents and artifacts revealed that the district's new statement of purpose and direction (vision and mission) adopted in October 2013 focuses on student success and rigorous and individualized instruction.
- Review of documents and artifacts showed that the district's professional development plan for 2013-2014 provides training for all teachers on rigorous, relevant, and congruent instruction. The training is scheduled for completion in late March 2014.
- Review of documents and artifacts revealed that the district developed a set of "non-negotiable" expectations to be physically posted in each classroom and adhered to by the instructional staff. The expectations range from posting learning targets and essential questions to interpreting data.
- Review of documents and artifacts indicated that the district has written expectations that detail each principal's responsibility to conduct walkthrough observations on a minimum of 20% of the school's staff each week. District office administrators are also expected to use the instrument, but there were no established criteria as to the percentage of classrooms to observe.
- According to the district's Self-Assessment, "the walkthrough data does not provide evidence of continuous, active, student engagements, a focus on depth of understanding, and the application of knowledge and skills," which indicates that the district has not sufficiently established an authentic and consistent culture of excellence and quality throughout all learning environments.

## Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
1.4	<b>Establish a systematic process to ensure all continuous improvement plans are monitored for effective implementation and progress updates are communicated to stakeholders.</b>
<b>Rationale</b>	

#### Classroom Observation Data

- Classroom observation data suggests that the district staff does not use a systematic approval and monitoring process to ensure all schools' continuous improvement plans focus on delivering highly effective instruction.
  - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 27% of classrooms.
  - Instances in which students knew and were striving to meet the high expectations established by the teacher were evident/very evident in 53% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident/very evident in only 32% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident/very evident in only 28% of classrooms. This data suggests that the school has established a high expectations environment to a limited degree.
  - Instances in which students demonstrated a positive attitude about the classroom and learning were evident/very evident in 36% of classrooms. Observers noted that students were compliant to teacher instructions and directions.
  - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 30% of classrooms. The heavy reliance on teacher-centered, whole group instruction did not allow specific or individualized feedback for improvement.
  - Instances in which students were actively and authentically engaged in their learning were quite limited. It was evident/very evident that students were actively engaged in learning activities in 59% of classrooms.

#### Stakeholder Survey Data

- Staff survey data suggests that the staff has very positive perceptions about the development, contents, and implementation of the school's continuous improvement plan.
  - 91% of staff agree or strongly agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
  - 93% of staff agree or strongly agree with the statement, "Our school leaders monitor data related to school continuous improvement goals."
  - 88% of staff agree or strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
  - 87% of staff agree or strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."
- Although the overall staff perception is positive regarding the school's continuous improvement planning process, other survey data suggests that staff and leadership do not consistently or systematically monitor the plan's student learning results.



- 75% of staff agree or strongly agree with the statement, “Our school’s leaders hold themselves accountable for student learning.”
  - 71% of staff agree or strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
- Student survey results indicate a lack of awareness of the school’s goals and objectives for continuous improvement and their teachers’ level of collaboration to achieve the elements of the improvement plan. Student survey results also suggest that they do not have a process to express their opinions about ways to improve the school.
  - 62% of students agree or strongly agree with the statement, “In my school, teachers work together to improve student learning.”
  - 46% of students agree or strongly agree with the statement, “My school considers students’ opinions when planning ways to improve the school.”
  - 66% of students agree or strongly agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- Parent survey results are positive and suggest they have an awareness of the school’s continuous improvement plan and that the staff provide updates on the school’s progress to attain its goals.
  - 85% of parents agree or strongly agree with the statement, “Our school has established goals and a plan for improving student learning.”
  - 76% of parents agree or strongly agree with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals.”

#### Stakeholder Interviews, Documents and Artifacts

- Interviews with district staff indicated that they do not have an established process to review individual school continuous improvement plans and provide feedback.
- Interviews with district staff also indicated that they have not conveyed that it is the district’s expectation that the school and district continuous improvement plans are aligned.
- Review of documents and artifacts revealed that the district and KCHS have continuous improvement plans that contain goals and objectives to improve student achievement, teacher quality and effectiveness, and student discipline.
- Review of documents and artifacts showed that the district does not have procedures to describe district staff’s responsibilities to provide support, monitoring, and evaluation of a continuous improvement process.
- Review of documents and artifacts did not demonstrate the district’s process to develop the Comprehensive District Improvement Plan (CDIP). However, through stakeholder interviews, it was revealed that there was a small committee of teachers and community members that met with the superintendent to revise the district’s vision and mission statements.
- Review of documents and artifacts did not indicate a district communication plan to disseminate information to families and community members regarding the CDIP’s goals and objectives and the

district's interim progress on the achievement of the CDIP.

- According to the district's Self-Assessment, "there is no evidence of monitoring of the plan by the school or district," suggesting that the district does not have a systematic and formalized process to determine whether the school establishes and monitors appropriate objectives and actions to improve student learning.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

## Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<b>Standard 2 – Governance and Leadership</b>	<b>Standard Performance Level</b>
The system operates under governance and leadership that promote and support student performance and system effectiveness.	<b>1.2</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none"> <li>• KSBA policies</li> <li>• Board policies</li> <li>• Staff handbook</li> <li>• other documents and artifacts</li> <li>• Financial Audit</li> <li>• Stakeholder interviews including board, school and district staff</li> <li>• School observations</li> <li>• Stakeholder survey data</li> <li>• District and school performance data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	1
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> <li>• KSBA policies</li> <li>• Board policies</li> <li>• Staff handbook</li> <li>• other documents and artifacts</li> <li>• Financial Audit</li> <li>• Stakeholder interviews including board, school and district staff</li> <li>• School observations</li> <li>• Stakeholder survey data</li> <li>• district and school performance data</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> </ul>	1

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	1
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	2
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> <li>• CDIP</li> </ul>	1

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> <li>• Board policies, procedures, practices</li> <li>• Stakeholder interviews including board members, district and school staff</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Student performance data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• Stakeholder survey results</li> <li>• Classroom observation data</li> </ul>	1

Indicator	Opportunity for Improvement
2.4	<b>Examine existing policies, practices, and vision and mission statements to determine their effectiveness to foster a district culture that consistently embraces and demonstrates its commitment to high standards for teaching and learning in all courses of study in all schools. Develop and implement practices that encourage collaboration, innovation, professional growth and personal accountability.</b>
Rationale	

#### Student Performance Data

- According to the 2012 and 2013 School Report Cards for Knox County Public Schools, the student growth percentile (measuring typical or higher growth) slightly increased across the district between 2012 and 2013. However, the results remained lower than the state average, especially in the area of mathematics.

#### Classroom Observation Data

- While the district's vision and mission statements state, "KCPS ensures students will be challenged through rigorous and individualized instruction," classroom observation data did not reveal that students were consistently exposed to rigor and high quality learning experiences. The average rating for the High Expectations learning environment was 2.1 on a 4 point scale. Examples of indicators from this environment and their ratings are:
  - Instances in which students were provided exemplars of high quality work were evident/very evident in 14% of classrooms.

- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.
  - Instances in which students were asked and responded to questions that required higher-order thinking were evident/very evident in 28% of classrooms.
  - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 41% of classrooms.
- The Equitable Learning Environment received an overall average rating of 2.1 on a 4 point scale. The low averages for specific indicators in this environment imply that the classroom culture does not encourage equity, equality, and an acceptance of differences.
  - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 27% of classrooms.
  - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
  - Instances in which students knew that rules and consequences were fair, clear, and consistently applied were evident/very evident in 59% of classrooms.
  - Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were evident in 8% of classrooms.

#### Stakeholder Survey Data

- Staff survey results for KCHS indicated that a majority (89%) of the staff have positive perceptions regarding the degree to which the school leadership has established the expectation for staff to hold students accountable to high academic standards. Similar to staff results, parent and student survey results indicated:
  - 83% of parents agree or strongly agree with the statement, "Our school has high expectations for students in all classes." This result conflicts with statements shared during stakeholder interviews in answer to questions about high expectations and accountability.
  - 72% of students agree or strongly agree that the "principal and teachers have high expectations of me."

#### Stakeholder Interviews, Documents and Artifacts

- The district's new vision and mission statements signify a change in the district's culture, expectations, and level of accountability. The statements were formally adopted in October 2013, yet little to no documentation reveals progressive action for their implementation to affect change in the district.
- Interviews with stakeholders indicated that very few were aware of the new mission and vision statements and that limited effort has been made by the district to foster buy-in from the community.
- Interviews with stakeholders indicated that a lack of collaboration in the creation of the mission and vision statements has created an atmosphere of limited collective accountability for student

learning on the part of stakeholders.

- Interviews with stakeholders indicated that the district leadership is rarely proactive in providing leadership and support in fostering a culture of high expectations for all and rigorous instruction for learning.
- Review of artifacts and documentation revealed no evidence that representatives from all stakeholder groups were involved in the creation of new mission and vision statements.
- Review of artifacts and documentation revealed limited evidence of district support for continuous improvement and high standards for all students.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

### **Standard 3: Teaching and Assessing for Learning**

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire

requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<b><i>Standard 3 – Teaching and Assessing for Learning</i></b>	<b>Standard Performance Level</b>
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	<b>1.8</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
3.1	The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2



Indicator		Source of Evidence	Performance Level
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	1
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	1
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2
3.11	All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator		Source of Evidence	Performance Level
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> <li>• Documents and artifacts including class schedules, etc.</li> <li>• Curriculum supporting documents</li> <li>• Walkthrough forms</li> <li>• Stakeholder survey data</li> <li>• Stakeholder interviews</li> <li>• School observations</li> <li>• District Expectations for Instruction</li> <li>• 2012 and 2013 School and District Report Card</li> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• 2012 KDE Leadership Assessments for district</li> <li>• Classroom observation data</li> </ul>	2

Indicator	Opportunity for Improvement
3.1	<b>Establish systematic processes to develop and implement an equitable and challenging curriculum that prepares all students for success at their next levels of learning. Provide continuous assistance to schools to ensure that the intended curriculum is taught and appropriate learning strategies are used to meet the needs of individual learners.</b>
Rationale	

#### Student Performance Data

- Student performance data does not suggest that the district has established effective systematic processes for ensuring an equitable and challenging curriculum that will allow all students to succeed at the next levels of learning. Although student achievement improved in some areas, an overview of student performance data reveals that many students at all performance levels are not prepared for learning at the next levels.
- Knox Central High School showed a greater increase in the overall accountability score than the district. The district's overall accountability scored increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013. Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013.
- Student performance data in reading for 2012-2013 showed an increase in the percent of students scoring at the Novice level (48.1%) and a 12.1% decrease in the percent of students scoring at

Proficient/Distinguished levels.

- Student performance data in mathematics for 2012-2013 showed that 11.1% of students scored Proficient/Distinguished, a decrease from 2011-2012.
- Only 15.6% of students earned qualifying scores for AP courses at Knox Central High School.
- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data. In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%. In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%. In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.
- ACT scores at Knox Central High School are lower than the state scores in all areas. The overall ACT at the school level was 17.6, while it was 19.2 at the state level. The school ACT subtest results were all below the state average. English was 16.6 compared to the state's 18.4, math was 17.5 compared to the state's 18.9, reading was 17.8 compared to the state's 19.4, and science was 18.0 compared to the state's 19.5.

#### Classroom Observation Data

- Classroom observation data collected at Knox Central High School does not indicate that the district has provided a curriculum to ensure all students have equitable and challenging opportunities to learn what is needed to succeed at their next levels.
  - Instances in which students had differentiated learning opportunities and activities that met their needs were evident in 27% of classrooms and very evident in no classrooms.
  - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.
  - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussions and/or tasks were evident/very evident in 32% of classrooms.
  - Instances in which students were asked and responded to questions that required higher-order thinking were evident/very evident in 28% of classrooms.
- Staff, parent, and student survey results suggest that the district or school leadership has not systematically planned curriculum that ensures equitable and challenging experiences for all learners to succeed at next levels.
  - 65% of staff agree or strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students." 27% of staff responded neutrally to this item.

- 53% of students agree or strongly agree with the statement, “My school prepares me to deal with issues I may face in the future.” 28% of students responded neutrally to this item.
- 65% of students agree or strongly agree with the statement, “In my school, a high quality education is offered.” 26% of the students responded neutrally to this item.

#### Stakeholder Interviews, Documents and Artifacts

- In interviews, school staff members reported that the development and implementation of curriculum was completed several years ago and that the current district staff members do not provide leadership in curriculum and instruction, but do not present barriers to school staff in their efforts.
- Interviews with the district staff members confirmed that previously developed curriculum remains in use, and their efforts to monitor its implementation have been limited to calibration walkthrough observations.
- Interviews with district staff revealed that vertical and horizontal planning for standards and curriculum is a goal for the future.
- Review of documents and artifacts revealed that the district does not have a continuous process for revising curriculum to ensure success in learning at the next level. Evidence of curriculum writing was not noted past the 2011-2012 school year, and no overall processes and plans were in place for developing and revising the curriculum on a systematic, ongoing basis.
- Review of documents and artifacts indicated that student achievement results do not reflect readiness for learning at the next levels.
- Review of sample course syllabi from KCHS revealed inconsistent standards in developing courses.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

Indicator	Opportunity for Improvement
<b>3.3/3.11</b>	<b>Provide comprehensive and continuous professional development that focuses on the delivery of effective instructional strategies that are personalized for students, and fosters student collaboration, self-reflection, and critical thinking skills. Evaluate the professional learning to ensure it aligns with the district’s purpose and direction, and builds capacity among all district and school staff.</b>
<b>Rationale</b>	

#### Student Performance Data

- Student performance data does not suggest that the district has provided consistent, ongoing support for and monitoring of instructional strategies to ensure student learning is achieved at the



highest level.

- The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% to 20% in 2012-2013. Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. This data indicates that gains are being achieved at Knox Central High School at a greater rate than the overall district growth.
- Percentages of students performing at Novice or Apprentice levels in core academic areas remain high.
  - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
  - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
  - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
  - 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
  - 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.
- Only 15.6% of students earned qualifying scores for AP courses at Knox Central High School.
- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data. In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%. In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%. In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.
- ACT scores at Knox Central High School are lower than the state scores in all areas. The overall ACT at the school level was 17.6, while it was 19.2 at the state level. The school ACT subtest results were all below the state average. English was 16.6 compared to the state's 18.4, math was 17.5 compared to the state's 18.9, reading was 17.8 compared to the state's 19.4, and science was 18.0 compared to the state's 19.5.

#### Classroom Observation Data

- Classroom observation data suggests the degree to which professional development has enabled teachers to provide instruction that is individualized is limited. The data indicates that the district does not have a systematic process for providing, supporting, and monitoring professional development for improving classroom teaching.

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident in 27% of classrooms and very evident in no classrooms.
- Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
- Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 30% of classrooms.
- Instances in which students demonstrated understanding of how their work was assessed were evident/very evident in 28% of classrooms.
- Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 28% of classrooms.

#### Stakeholder Survey Data

- Staff survey results generally indicate that a high percentage of teachers have a positive perception of the way in which the school implements professional learning communities. There is less agreement regarding the degree to which teachers individualize instruction.
  - 86% of staff agree or strongly agree with the statement, “In our school, all staff members participate in continuous professional learning based on identified needs of the school.”
  - 75% of staff agree or strongly agree with the statement, “A professional learning program is designed to build capacity among all professional and support staff members.”
  - 86% of staff agree and strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
  - 65% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.” 27% of staff reacted neutrally to this statement.
  - TELL Kentucky 2013 survey results for Knox County High School indicated that 79% of staff agrees they are “provided supports (i.e. instructional coaching, professional learning communities, etc.) that translate to improvements in instructional practices by teachers.”
- TELL Kentucky survey data indicates:
  - 56% of staff agrees with the statement, “Professional development is differentiated to meet the needs of individual teachers.”
  - 61% of staff agrees with the statement, “Professional development deepens teachers' content knowledge.”
  - 56% of staff agrees with the statement, “In this school, follow up is provided from professional development.”
- The student survey results indicate that they do not agree that instruction meets their needs.
  - 41% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet their learning needs.” 30% disagree or strongly disagree with this statement.

## Stakeholder Interviews, Documents and Artifacts

- Interviews with school staff members indicated that much of the professional development is provided at the campus level and requests are made to the central office for specific needs. However, a data-driven, systematic process for evaluating needs and determining professional development resources and opportunities was not transparent to the school-level staff.
- District staff members stated in interviews that the district has a Professional Development Plan, but did not articulate how the plan was developed to address the specific needs of teachers and students.
- Interviews with district staff members revealed that district level personnel do not engage in school level professional development.
- In district staff interviews, it was shared that there is no system for determining the professional development needs of schools or specific needs of professional and support staff.
- Review of documents and artifacts revealed that a needs assessment was not completed to identify the professional learning needs of the staff.
- Review of documents and artifacts revealed that there was no data to show professional development includes monitoring and evaluation of implementation of effective teaching practices to improve student performance.
- Review of documents and artifacts revealed that there was no data to show that professional development offerings have produced significant measurable improvement in student performance.
- Review of documents and artifacts revealed that professional development had been offered for total participation techniques, suggesting that efforts had been made to address individualizing and personalizing learning. Evidence of efforts to monitor fidelity of implementation of the techniques was not represented in the documents.
- Review of documents and artifacts revealed that student achievement and student opinion surveys results do not reflect individualization and personalization of instruction.

## Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings, and a 3 for indicator 3.11, which is higher than the team's findings.

Indicator	Opportunity for Improvement
3.5	Develop processes and procedures to support collaborative learning structures in the school environment to foster improvement of instruction and student learning.
Rationale	

## Student Performance Data

- Student performance data does not suggest that the district has established highly effective professional learning communities that have developed processes and practices to modify and adjust instruction in order to ensure the achievement of learning expectations.
- There was a 4.2% decrease in Next Generation Learner achievement from 2012-2013.
- There was a 5.4% decrease in the Next Generation Learner gap score from 2012-2013.
- 32.8% of students at Knox Central High School performed at the Novice level in reading in 2012. 48.1% of students performed at the Novice level in reading in 2013, demonstrating a 15.3% increase in the percentage of students scoring at the Novice level in reading. 55.2% of students performed at Proficient/Distinguished levels in reading in 2012. 43.1% of students performed at Proficient/Distinguished levels in 2013, indicating a 12.1% decrease in the percentage of students scoring at Proficient/Distinguished levels in reading.
- 38.7% of students at Knox Central High School performed at the Novice level in math in 2012. 36.8% of students performed at the Novice level in math in 2013, demonstrating a 1.9% decrease in the percentage of students scoring at the Novice level in math. 19.4% of students performed at Proficient/Distinguished levels in math in 2012. 11.1% of students performed at Proficient/Distinguished levels in 2013, indicating an 8.3% decrease in the number of students scoring at Proficient/Distinguished levels in math.
- NAPD points decreased in reading, math, and science from 2012-2013. Performance in reading and math was significantly below state averages.

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
YEAR	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

## Classroom Observation Data

- Classroom observations suggest that the degree to which the existing collaborative PLC structure has been effective in improving professional practice and student performance is very limited.
  - Instances in which students had differentiated opportunities and activities to address individual needs were evident/very evident in 27% of classrooms.
  - Instances in which students knew that rules and consequences are fair, clear, and consistently applied were evident/very evident in 59% of classrooms.
  - Instances in which students demonstrated that they understood and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions and/or tasks were evident/very evident in 32% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking were evident/very evident in 28% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/ very evident in 59% of classrooms.

#### Stakeholder Survey Data

- Staff survey results indicate that a high percentage of teachers have positive perceptions of how the school implements professional learning communities.
  - 86% of staff agree or strongly agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
  - 2013 TELL Kentucky KCHS survey results indicated that 90% of “teachers work in professional learning communities to develop and align instructional practices.”
- Student survey results indicate that the majority have a positive perception of the level of teacher collaboration:
  - 62% of students agree or strongly agree with the statement, “In my school, teachers work together to improve student learning.” However, a significant percentage of students responded as neutral to this statement.
- Parent survey results indicate that they also have a positive perception about teachers working as a team to improve student learning.
  - 71% of parents agree or strongly agree with the statement, “All of my child’s teachers work together as a team to help my child learn.”

#### Stakeholder Interviews Documents and Artifacts:

- In interviews, school staff members reported minimal involvement by district staff members in professional learning community structures and activities implemented by school-based leadership. KCHS staff members reported engaging in weekly PLCs with campus leaders to review instructional strategies, analyze and interpret data, and study/review.
- Interviews with district staff members revealed that they had little to no involvement with PLC structures at KCHS.
- Review of documents and artifacts did not reveal continuous, systematic processes and procedures to support collaborative learning structures such as PLCs. Evidence showed that almost all district structures and supports for PLC work were initiated during 2011 and 2012 and did not reveal ongoing supports to sustain or enhance previous PLC work.

- Review of documents and artifacts, as well as staff interviews at KCHS, revealed that campus leaders had established a culture for collaborative PLCs supported by systems and routines necessary to ensure their productivity.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.7/4.1	<b>Implement systematic processes and programs to recruit and retain highly qualified staff at all levels. Monitor and evaluate the current teacher induction program to ensure it aligns to the district's vision and mission. Develop and implement a teacher mentoring program to provide continuous instructional support to new and experienced teachers.</b>
<b>Rationale</b>	

#### Student Performance Data

- Student performance data does not suggest that the school or district is successfully implementing mentoring, coaching, and induction programs to ensure that all students have equitable access to challenging learning experiences that will ensure their success at the next level.
  - Knox Central High School (KCHS) student performance data for 2012 and 2013 demonstrate a 4.2% decrease in Next Generation Learner achievement.
  - KCHS student performance data for 2012 and 2013 demonstrate a 5.4% decrease in Next Generation Learner gap score.
  - 32.8% of students at Knox Central High School performed at the Novice level in reading in 2012. 48.1% of students performed at the Novice level in reading in 2013, demonstrating a 15.3% increase in the percentage of students scoring at the Novice level in reading. 55.2% of students performed at Proficient/Distinguished levels in reading in 2012. 43.1% of students performed at Proficient/Distinguished levels in 2013, indicating a 12.1% decrease in the percentage of students scoring at Proficient/Distinguished levels in reading.
  - 38.7% of students at Knox Central High School performed at the Novice level in math in 2012. 36.8% of students performed at the Novice level in math in 2013, demonstrating a 1.9% decrease in the percentage of students scoring at the Novice level in math. 19.4% of students performed at Proficient/Distinguished levels in math in 2012. 11.1% of students performed at Proficient/Distinguished levels in 2013, indicating an 8.3% decrease in the number of students scoring at Proficient/Distinguished levels in math.

#### Classroom Observation Data

- Classroom observation data do not suggest that the school has established coaching, mentoring, and induction programs that ensure the systematic use of highly effective instructional practices

school wide.

- Instances in which students were provided exemplars of high quality work were evident/very evident in 14% of classrooms.
- Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking” were evident/very evident in 28% of classrooms.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.
- The overall average rating for the High Expectations Learning Environment was 2.1 on a 4 point scale. This average indicates that a very limited number of students are provided a learning environment with high quality instruction.

#### Stakeholder Survey Data

- Survey results show that the staff is not completely satisfied with the level of coaching and mentoring offered to new and experienced teachers by the school and district.
  - 65% of staff agree or strongly agree with the statement, “In our school, staff members provide peer coaching to teachers.”
  - 68% of the staff members agree or strongly agree with the statement, “In our school, a formal process is in place to support new staff members in their professional practice.”
- 2013 TELL Kentucky survey data for Knox Central High School indicates that:
  - 77% of teachers agree or strongly agree with the statement, “The school improvement team makes a sustained effort to address teacher concerns about instructional practices and support.”
  - 56% of teachers agree with the survey statement, “Professional development is differentiated to meet the needs of individual teachers.”
  - 75% of teachers indicated that they wanted to remain in their current school. However, there has been a 50% turnover of teachers the past two years at Knox Central High School.
  - 79% of the district’s new teachers report that they have an assigned mentor. The same survey data identified 75% of new teachers at KCHS as having an assigned mentor.
  - Only 48% of new teachers are provided a formal time to meet with a mentor during the school day. 19% of the new teachers at KCHS have formal meeting time with a mentor during the school day.

#### Stakeholder Interviews, Documents and Artifacts

- In interviews, stakeholders indicated that there is little to no involvement from the district to support or monitor teacher mentoring.

- Interviews with school staff members revealed that the number of programs at the school level makes it difficult for new and inexperienced teachers to effectively improve their craft.
- Interviews with district staff members did not indicate that a formalized and purposeful teacher and leadership mentoring program was in place.
- Interviews with district staff members and a review of the organizational charts provided by the district indicated there was confusion about roles and responsibilities as a result of a recent reorganization that was requested by the school board and implemented by the interim superintendent.
- Interviews with district and school staff members revealed that this seemingly abrupt change reduced support to schools and yielded isolated school-level decisions related to staffing and hiring.
- Interviews with stakeholders revealed that the restructuring of the district staff has made it difficult for school level staff to determine from whom to seek support and guidance regarding Knox Central High School's challenges.
- Interviews with several school board members revealed that the restructuring of district staff members' positions occurred in May 2013, and it was indicated that several of the district staff members were upset by their changes in responsibilities.
- Review of documents and artifacts revealed that all new teachers are attending the teacher induction program, and that expectations for teachers are outlined in these sessions. However, there was no evidence provided to demonstrate that teachers new to KCHS were provided additional training to help them be effective in a priority school.
- Review of documents and artifacts revealed that the district does not have a systematic process for teacher recruitment and retention. There was no evidence that a comprehensive mentoring and induction program exists for new teachers.
- Evidence gathered at KCHS revealed that the school has developed an induction and mentoring teacher plan with specific roles, learning objectives, and outcomes. It is not clear if the district participates and supports in the school's induction and mentoring plan.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for indicator 3.7, which aligns with the team's findings and rated itself as a 3 for indicator 4.1, which is higher than the team's ratings.



Indicator	Opportunity for Improvement
3.8	<b>Provide opportunities for all stakeholders to collaborate, design, and participate in programs that meaningfully engage and involve families in their children's educational experiences. Evaluate the effectiveness of the programs and revise according to the results of the data.</b>
Rationale	

#### Stakeholder Survey Data

Stakeholder survey data present mixed results, although the staff and students share similar opinions about the level of engagement and opportunities the school offers families to be involved in their child's education. The parent survey results indicated a high level of satisfaction.

- Staff survey results indicate:
  - 51% of staff agree or strongly disagree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
- TELL Kentucky survey data indicates that:
  - 58% of teachers agree that clear, two-way communication with the community is evident.
  - 55% of teachers agree that parents/guardians know what is going on in the school.
  - Only 26% of teachers agree that parents support teachers and contribute to student success.
  - 38% of the teachers agree or strongly agree that parents/guardians are influential decision makers in the school.
- Student survey results indicate:
  - 52% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
- Parent survey results indicate:
  - 73% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."

#### Stakeholder Interviews, Documents and Artifacts:

- Interviews with district staff members repeatedly pointed out that while some attempts had been made to involve parents in learning, the majority of parents were still uninvolved.

- Interviews with school board members indicated that parental involvement and engagement at all schools in the district is a challenge.
- Interviews with district staff members consistently indicated that there is a variety of one-way communication between the district and various stakeholders, including letters home to parents, electronic newsletters, Twitter, the school website, and an automated phone messenger.
- Interviews with district staff members indicated a genuine concern about the lack of parent involvement in the schools, while still seeking ways to improve two-way communication with parents.
- Review of documents and artifacts presented evidence that the school maintains a parent email list, provides newsletters for parents, and utilizes Infinite Campus to communicate with parents about their child's progress.
- Review of documents and artifacts demonstrate that the district's CDIP has goals and activities that address the district's at-risk students, saying that "students receive home visits when academic, attendance, behavior or family support needs are identified."
- On The Missing Piece the school rated themselves Novice for "Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference."
- Review of documents showed minimal parental attendance at KCHS sponsored events.
- Review of documents revealed that the district has started to recognize students at school board meetings as one way to encourage parent involvement in their child's education.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.9	<b>Implement and monitor a district designed structure that promotes long-term interaction and the development of strong relationships between personnel and individual students. Ensure that all schools and district employees support and/or participate in the program so that all students have adult advocates that encourage them to achieve to their potentials.</b>
<b>Rationale</b>	

#### Classroom Observation Data

- Although classroom observation data indicated that students demonstrated polite, compliant behavior during instructional time, the data also implied that students had minimal opportunities to learn about their classmates' differences or cultures different from their own community.

- Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were evident/very evident in 8% of classrooms.
- Instances in which students had several opportunities to engage in discussions with teachers and students were evident/very evident in 43% of classrooms.
- Instances in which students took risks in learning without fear of negative feedback were evident/very evident in 39% of classrooms.

#### Stakeholder Survey Data

- Stakeholder survey results showed strong agreement between the staff and parents, but students differed in their perceptions about the level of support they receive from the adults in the building.
- Staff survey results indicate:
  - 88% of staff agree or strongly agree with the statement, "In our school, a formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience."
- Student survey results indicate:
  - 56% of students agree or strongly agree with the statement, "My school makes sure there is at least one adult who knows me well and shows interest in my education and future."
- Parent survey results indicate:
  - 81% of parents agree or strongly agree with the statement, "My child has at least one adult advocate in the school."

#### Stakeholder Interviews, Documents and Artifacts

- Interviews with district staff members did not indicate the district facilitated or initiated any of student advocacy programs at the school level.
- Interviews with school staff members indicated that the school facilitates and maintains the relationships with the community organizations that assist with the student advocacy program.
- Review of documents and artifacts presented evidence that while the school has a variety of student advocacy programs, no evidence was found to support district-level involvement in these programs.
- Review of The Missing Piece indicated that KCHS was Proficient or Distinguished in all areas related to advocacy.
- Review of minutes from the KCHS Gear Up project indicated that the school initiated two separate mentoring projects in addition to the PartnerCorps program already in place.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
3.10	Monitor and assess common grading and reporting processes based on clearly defined criteria to verify the standards based grading system is consistently implemented and regularly evaluated and that the processes are communicated to the stakeholders.
Rationale	

#### Student Performance Data

- As shown below, student performance data does not suggest that the school has established well understood and uniformly implemented grading and reporting policies and practices that ensure the existence of rigorous coursework, high academic expectations, and higher levels of student achievement. Student performance data also suggests that the school has not developed processes that ensure learning from professional development translates into improvement in student achievement.

#### Combined Reading and Math - Percentage Proficient/Distinguished

Target Type	2011-2012			2012-2013		
	School	District	State	School	District	State
Combined Reading and Mathematics – Percentage Proficient/Distinguished						
Delivery target				43.6	40.9	51.5
Actual Score	37.3	34.3	46.1	27.1	28.4	45.9
Combined Reading - Percentage Proficient/Distinguished						
Delivery Target				59.7	54	57.0
Actual Score	55.2	48.9	52.2	43.1	42.4	55.8
Math - Percentage Proficient/Distinguished						
Delivery Target				27.5	27.7	46.0
Actual Score	19.4	19.7	40.0	11.1	14.4	36.0

#### Classroom Observation Data

- Classroom observation data indicates that students do not have an understanding of how they are graded and evaluated on assignments/activities and have few opportunities to discuss their progress during instructional time.
- Instances in which students understood how their work was assessed were evident/very evident in 28% of classrooms.

- Instances in which students were asked or quizzed about their individual progress/learning were evident/very evident in 43% of classrooms.

#### Stakeholder Survey Data

- Survey results suggest that staff and parents share similar perceptions about how student work is graded and reported. However, student survey results are significantly less positive, indicating that they believe differences in grading practices occur from teacher to teacher and course to course.
  - 70% of staff agree or strongly agree with the statement, “All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria.”
- Student survey results indicate:
  - 61% of students agree or strongly agree with the statement, “All of my teachers fairly grade and evaluate my work.”
- Parent survey results indicate:
  - 78% of parents agree or strongly agree with the statement, “All of my child’s teachers report on my child's progress in easy to understand language.”

#### Stakeholder Interviews, Documents and Artifacts

- In interviews, school staff reported that Standards Based Grading (SBG) was originally to be rolled out over a three year period. However, the time for rollout was drastically shortened, reducing understanding and increasing frustration for some stakeholders.
- Review of documents and artifacts revealed that parents have received information on the implementation of the KCHS grading policy.
- Review of documents and artifacts revealed that a process to consistently implement grading policies across classrooms and schools does not exist.
- Review of documents and artifacts revealed that a process to monitor and evaluate the effectiveness of the grading reporting policies and practices does not exist.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which is consistent with the team’s findings.

Indicator	Opportunity for Improvement
<b>3.12</b>	<b>Develop, implement, communicate, and monitor a systematic process that uses relevant data to identify and provide programs to meet the learning needs of all students to improve their levels of performance and success.</b>
<b>Rationale</b>	

#### Student Performance Data

- While unique learning needs are not easily identifiable through performance data, the chart below strongly suggests the existence of unmet learning needs as evidenced by 2012-2013 gap percentages. The data shows that the district schools are performing well below the state's gap percentages.

Percentage Proficient/Distinguished									
Reading and Math			Reading			Mathematics			
Target	Actual	Diff	Target	Actual	Diff	Target	Actual	Diff	
<b>43.6</b>	<b>27.1</b>	<b>(16.5)</b>	<b>59.7</b>	<b>43.1</b>	<b>(16.6)</b>	<b>27.5</b>	<b>11.1</b>	<b>(16.4)</b>	
40.9	28.4	(12.5)	54	42.4	(11.6)	27.7	14.4	(13.3)	
51.5	45.9	(5.6)	57	55.8	(1.2)	46	36	(10.0)	
Science			Social Studies			Writing			
Target	Actual	Diff	Target	Actual	Diff	Target	Actual	Diff	
<b>45.2</b>	<b>22.5</b>	<b>(22.7)</b>	<b>37.4</b>	<b>39.6</b>	<b>2.2</b>	<b>40</b>	<b>39.8</b>	<b>(0.2)</b>	
39.5	21.9	(17.6)	36.4	39.1	2.7	39.3	37.9	(1.4)	
37.3	36.3	(1.0)	45.6	51.3	5.7	49.5	48.2	(1.3)	

#### Classroom Observation Data

- Instances in which students were engaged in differentiated learning opportunities and activities that met their needs were evident/very evident in 27% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 30% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/very evident in 59% of classrooms.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.
- Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were evident/very evident in 8% of classrooms.

#### Stakeholder Survey Data

- Survey data compiled from staff and parent responses indicated a high level of satisfaction with support services the school provides to meet the needs of students. However, staff members indicated that they need professional development to more effectively meet the needs of students with disabilities and high achieving students. The student survey results show a negative perception regarding the support they receive to meet their individual needs.
- Staff survey results indicate:
  - 82% of staff agree or strongly agree with the statement, “In our school, related learning support services are provided for all students based on their needs.”
  - 70% of staff agree or strongly agree with the statement, “In our school, all staff members use student data to address the unique learning needs of all students.”
- TELL Kentucky survey data from KCHS indicates:
  - 29% of teachers use less than one hour per week for collaborative planning time. This data suggests that teachers are not engaged in collaborative planning time to discuss student learning, and that leadership does not hold teachers accountable for doing so.
  - 32% of teachers responded that they spend an hour or less than an hour during the school day utilizing results of assessments.
  - 62% of teachers responded that they needed professional development in the area of differentiating instruction.
  - 63% of teachers responded that they needed professional development in the area of special education for both students with disabilities and gifted and talented students.
- Student survey results indicate:
  - 59% of students agree or strongly agree with the statement, “My school provides learning services for me according to my needs.”
- Parent survey results indicate:
  - 83% of parents agree or strongly agree with the item, “My child has access to support services based on his/her identified needs.”

#### Stakeholder Interviews, Documents and Artifacts

- Interviews with district staff members indicated that formal protocols and processes for discussing student learning and/or analyzing student achievement data do not exist for Professional Learning Communities (PLCs). A process does not exist for horizontal or vertical adjustment of the curriculum based on data from multiple assessments.
- Review of documents indicated that KCHS has implemented common planning times across curriculum levels, indicating initial attempts to allow for PLC discussions regarding individualizing student instruction to meet the needs of all students.
- Review of documents showed that KCHS is involved in the i3 (Investing in Innovation) program through Berea College. Goals of this program are:
  - Increase the academic achievement of students in math, science, and English

- Increase AP enrollment by 10% each year
- Increase the percentage of students passing AP exams by 10% each year
- Increase the number of students meeting ACT benchmarks in math, science, and English by 25% by the end of the project
- Increase teachers' confidence in their teaching of math, science, or English by 75% by the end of the project

However, there is no evidence to indicate the district's level of support for this program.

#### Other Pertinent Information

- The district rated itself a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

## Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

<i>Standard 4 – Resources and Support Systems</i>	<b>Standard Performance Level</b>
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	<b>2.3</b>



Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP</li> </ul>	2
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP</li> </ul>	2
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• General school observations</li> <li>• CDIP</li> </ul>	3

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP</li> </ul>	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP and SDIP</li> <li>• District Technology Plan</li> </ul>	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• General school observations</li> <li>• CDIP and SDIP</li> <li>• District Technology Plan</li> </ul>	2

Indicator		Source of Evidence	Performance Level
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP and SDIP</li> </ul>	3
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> <li>• Board Policies</li> <li>• District budgets</li> <li>• Stakeholder survey results</li> <li>• Student performance data</li> <li>• Stakeholder interviews</li> <li>• KDE Leadership Assessment</li> <li>• Review of documents and artifacts</li> <li>• Classroom observations</li> <li>• CDIP</li> </ul>	2

Indicator	Opportunity for Improvement
4.2/4.4	<b>Develop district policies and procedures that prescribe the district's protection of instructional time, and equitable and systematic allocation of material, human and fiscal resources to fully support the district's purpose and mission. Implement and monitor the policies and procedures' fidelity so that all schools receive equitable resources.</b>
Rationale	

#### Classroom Observation Data

- Classroom observation data collected at Knox Central High School does not indicate that the district has established consistent expectations for the allocation of resources, suggesting that the school needs the district's support in this area.
  - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
  - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident in 30% of classrooms.

- Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident in 10% of classrooms.
- The overall rating for the Digital Learning Environment was 1.3 on a 4 point scale, suggesting that the use of technology is not prevalent in the school.
- The overall rating for the Equitable Learning Environment was 2.1 on a 4 point scale, suggesting that the school needs to become more aware of students' individual needs for learning.

#### Stakeholder Survey Data

- According to staff survey results, there is general satisfaction with school leaders' protection of instructional time and allocation of resources.
  - 61% of teachers agree or strongly agree with the statement, "Our school provides sufficient materials resources to meet student needs." It is important to note that 31% responded as neutral and disagreed.
  - 84% of teachers agree or strongly agree that the "school provides instructional time and resources to support school goals and priorities."
  - 65% of teachers agree or strongly agree that "instructional time is protected."
  - 78% of teachers agree or strongly agree that the school "provides a variety of information resources to support student learning."
  - 71% of teachers agree or strongly agree that the "school provides a plan for the acquisition and support of technology to support student learning."
- TELL Kentucky 2013 data indicates:
  - 71% of Knox County teachers agree that they have time to collaborate
  - 72% of Knox County High School teachers agree that time is provided to collaborate
  - 62% of Knox County teachers agree that there are minimal interruptions to instructional time
  - 59% of KCHS teachers agree that there are minimal interruptions to instructional time
  - 69% of KCHS teachers feel that they have adequate resources for professional development within the school
- Student survey results imply that they are less positive about the resources the school has available for teaching and learning.
  - 66% of students agree or strongly agree that a "variety of resources are available to help them succeed." It is of particular note that 27% of the students were neutral on this item.
  - 61% of students agree or strongly agree that "computers are up-to-date and used by teachers to help me learn."
  - 69% of students agree or strongly agree that they have "access to counseling, career planning, and other programs to help me in school."
- Parent survey results were positive regarding the school's use and allocation of resources for their children's learning experiences.

- 80% of parents agree or strongly agree that the “school provides an adequate supply of learning resources that are current and in good condition.”
- 84% of parents agree or strongly agree that the “school provides students with access to a variety of information resources to support their learning.”
- 80% of parents agree or strongly agree that the “school provides excellent support services.”
- 71% of parents agree or strongly agree that the “school ensures the effective use of financial resources.”
- 86% of parents agree or strongly agree that the “school ensures instructional time is protected and interruptions are minimized.”

#### Stakeholder Interviews, Documents and Artifacts

Interviews with staff members and review of documentation contradict the survey responses.

- Review of documents and artifacts revealed that Knox Central High School has a process for teachers to request instructional resources and materials to support teaching and learning.
- The district has an inventory of resources and materials that have been purchased. However, there was no evidence of a process to determine and systematically allocate instructional resources to support the district’s vision and mission for Knox Central High School.
- Evidence showed that Knox Central High School created its master schedule so that teachers have common planning to support collaborative opportunities. There was no evidence that the school received additional staff to support common planning time for teachers.
- Review of documents indicated that another school in the district was allocated 12 additional staff members over its earned allocation. Interviews with stakeholders revealed that a school board member requested the district provide the school with the overstaffing. This school is not a priority school.
- The same document revealed that Knox Central High School is understaffed by two people, showing the lack of a district policy and process to equitably allocate staff. The information also supports the findings stated in Improvement Priorities 2.2 and 2.3.
- According to the district’s Self-Assessment, “strategic long range plans currently do not exist longer than a fiscal year with the exception of the school facilities plan,” which indicates that the district could face extreme financial challenges if it does not immediately establish and adhere to a systematic plan to equitably allocate staffing resources.
- Interviews with stakeholders verified that the district does not have a plan to implement to protect its financial future. Additionally, statements articulated during the interviews clearly implied a lack of transparency regarding the district’s formula for allocating resources.
- Interviews with stakeholders indicated the need for appropriate governance and clarity of roles between the district leaders and governing body to ensure appropriate support, strategic planning, and resource management. Stakeholder interviews also reviewed the need to monitor

implementation to ensure fidelity.

- Interviews with stakeholders and review of documents revealed that the district does not have a plan or offer support to intentionally protect instructional time.

#### Other Pertinent Information

- The district rated itself as a 3 on the Self-Assessment for indicator 4.2, which is higher than the team's findings. The district rated itself as a 2 on the Self-Assessment for indicator 4.4, which aligns with the team's findings.

Indicator	Opportunity for Improvement
4.5/4.6	<b>Develop protocols and procedures to provide intentional and continuous support to provide technology and its use to support teaching and learning. Ensure data are systematically collected and analyzed to evaluate the district and individual school's needs for the acquisition and instructional use of media and technology related resources.</b>
Rationale	

#### Student Performance Data:

- The district's biennial technology plan identifies specific goals to improve student achievement through the use of technology and other media resources. The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013. Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. Although the data indicates gains at Knox Central High School, little evidence was presented supporting the use of media resources and technology as a contributing factor to these gains.

#### Classroom Observation Data

- Classroom observation data collected at Knox Central High School further supports the need to establish intentional support to enhance teaching and learning through the use of technology and media based resources. Although students had access to technology, observation data revealed that few classrooms have established a learning environment that encourages and allows them to use technology as a learning resource.
  - Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 10% of classrooms.
  - Instances in which students used digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 6% of classrooms.
  - Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 6% of the classrooms.

- At 1.3 on a 4 point scale, the overall average rating for the Digital Learning Environment was the lowest of the seven environment ratings.

#### Stakeholder Survey Data

- According to the school staff survey results, there is general satisfaction with the school leaders' protection of instructional time and allocation of resources.
  - 61% of Knox Central teachers agree or strongly agree that "Our school provides sufficient material resources to meet student needs." It is important to note that 31% responded as neutral or disagreed.
  - 84% of staff agree or strongly agree that the "school provides instructional time and resources to support school goals and priorities."
  - 65% of staff agree or strongly agree that "instructional time is protected."
  - 78% of staff agree or strongly agree that the school "provides a variety of information resources to support student learning."
  - 71% of staff agree or strongly agree that the "school provides a plan for the acquisition and support of technology to support student learning." Although the rate of agreement was high, the diagnostic review team did not find evidence of a school technology plan.
- TELL Kentucky 2013 data indicates:
  - 71% of Knox County teachers agree that they have time to collaborate
  - 72% of KCHS teachers agree that time is provided to collaborate with their colleagues
  - 62% of Knox County teachers agree that there are minimal interruptions to the instructional time.
  - 59% of KCHS teachers agree that there are minimal interruptions to instructional time
  - 69% of KCHS teachers report having adequate resources for professional development within the school
  - 74% of KCHS teachers agree that they have sufficient access to instructional technology
  - 76% of the teachers in the district agree that they have sufficient access to technology
- Student survey results imply that they are less positive about the resources the school has available for teaching and learning.
  - 66% of students agree or strongly agree that a "variety of resources are available to help them succeed." It is of particular note that 27% of students were neutral on this item.
  - 61% of students agree or strongly agree that "computers are up-to-date and used by teachers to help me learn."
  - 69% of students agree or strongly agree that they have "access to counseling, career planning, and other programs to help me in school."
- Parent survey results were extremely positive regarding the school's use and allocation of resources for their children's learning experiences.
  - 80% of parents agree or strongly agree that the "school provides an adequate supply of learning resources that are current and in good condition."

- 84% of parents agree or strongly agree that the “school provides students with access to a variety of information resources to support their learning.”
- 80% of parents agree or strongly agree that the “school provides excellent support services.”
- 71% of parents agree or strongly agree that the “school ensures the effective use of financial resources.”
- 86% of parents agree or strongly agree that the “school ensures instructional time is protected and interruptions are minimized.”

#### Stakeholder Interviews, Documents and Artifacts

However, interviews with staff members, analysis of classroom observation data, and review of documentation contradict staff survey responses. Interviews with stakeholders indicated a lack of communication and coordination between the district and Knox Central High School relative to the district’s plan to provide technology to schools and the school’s decisions to purchase software and hardware with its grant funds.

- Interviews with stakeholders revealed that the district has not provided technical support to install software purchased with grant funds. However, interviews with the district staff revealed that the school unilaterally made decisions to purchase software without first checking to see if the district had the bandwidth to support the technology.
- Interviews with district staff indicate that there is no plan or process to approve an individual school’s purchase of software and hardware.
- Interviews with school staff identified a lack of support for technology to support web-based communication and instructional needs. Conversely, the district staff stated that the school had not made them aware of their needs.
- Interviews with school staff indicated inconsistent support for the use of technology in teaching and learning, as well as a great need for professional learning on integrating technology into the instructional program.
- Interviews regarding intentional efforts to offer information technology support at Knox Central were inconsistent.
- Review of documents did not provide evidence of a plan for wireless infrastructure, nor was it identified as a need for budget consideration.
- Review of documents and the superintendent’s presentation provided evidence that the district has a technology plan.
- Review of documents did not provide evidence that individual schools are required to develop a technology plan and align the plan to the district’s plan.
- General observations at the school revealed that there is software that has not been installed by the district. When interviewed, the district staff stated that the district cannot adequately support the software that the school purchased.



#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for indicator 4.5, which aligns with the team's findings. The district rated itself as a 3 on the Self-Assessment for indicator 4.6, which is higher than the team's findings.

Indicator	Opportunity for Improvement
4.8	<b>Develop a systematic plan to evaluate the effectiveness of programs, both internally and externally provided, to ensure all students' needs are met and if new programs should be implemented. Communicate and collaborate with school leadership to fully understand the unique needs of students in their schools.</b>
<b>Rationale</b>	

#### Student Performance Data:

- Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. This improvement was primarily due to improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited improvement in some areas of the overall core academic program (e.g., social studies and Language Mechanics). Student accountability scores fell in the core academic areas of reading, mathematics, and science.
  - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
  - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
- Additionally, the percentage of graduates who were college and/or career ready at KCHS (42%) was significantly lower than the state's percentage (60.8%).
- As illustrated in the chart below, the significant difference in male versus female graduates who were college and career ready is of particular concern.

KCPS College and Career Ready (Gender)	State College and Career Ready (Gender)
Male: 35.2%	Male: 58.7%
Female: 50%	Female: 63%

#### Classroom Observation Data

- Classroom observation ratings were low in the Equitable Learning Environment, and this environment received an overall average rating of 2.1 on a 4 point scale. The low averages for the specific items in this environment imply that students have not received adequate

instruction on accepting their own and other's differences.

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 27% of classrooms.
  - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
  - Instances in which students knew that rules and consequences were fair, clear, and consistently applied were evident/very evident in 59% of classrooms.
  - Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were evident in 8% of classrooms.
- There is also a strong indication that internal and external programs designed to meet the needs of students have not included training on taking risks when speaking in class or collaborating with other students on assignments, projects, and learning activities. Classroom observation data indicated that students were extremely well-behaved and quiet. While these behaviors are desirable in some classroom situations, students behaving in this manner for a majority of the instructional time suggests a culture of compliance rather than one of collaboration and appropriately questioning/stating their opinions.
  - Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 39% of classrooms.
  - Instances in which students collaborated with other students during student-centered activities were evident/very evident in 49% of classrooms.
  - Instances in which students spoke and interacted respectfully with teacher(s) and peers were evident/very evident in 84% of the classrooms. Similarly, instances in which students knew classroom routines, behavioral expectations, and consequences were evident/very evident in 79% of classrooms.

#### Stakeholder Survey Data

- Staff and parent survey data are congruent in that both stakeholder groups have a relatively positive view of the level of support the school provides students to meet their individual needs.
  - 78% of staff agree or strongly agree with the statement, "Our school provides high quality student support services."
  - 80% of parents agree or strongly agree with the statement, "Our school provides excellent support services."
  - 83% of staff agree or strongly agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
  - 86% of parents agree or strongly agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."
- Student survey results are significantly less positive, especially in grades 10-12.
  - 35% of students agree or strongly agree with the statement, "In my school, students help each other even if they are not friends," suggesting that students do not have the

confidence, respect, and training to assist fellow students in need. A very low percentage of 10<sup>th</sup> - 12<sup>th</sup> grade students responded positively to this survey item.

- 31% of students agree or strongly agree with the statement, “In my school, students respect the property of others.”
- 56% of students agree or strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- 69% of students agree or strongly agree with the statement, “In my school, I can participate in activities that interest me,” suggesting an alignment to the staff and parent perception data.
- 69% of students agree or strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me success in school.” However, the majority of the 10<sup>th</sup> - 12<sup>th</sup> grade students responded as neutral for this item.

#### Stakeholder Interviews, Documents and Artifacts

- Interviews with staff revealed that the school has extensive counseling, mentoring, and support services for students including attendance, career planning, job interview skills, and school activities.
- Interviews with staff indicated that many of the supports are based on the needs of the students and school. However, the staff could not articulate how they know (based on an evaluation and data) that the programs meet the needs of the students and have a positive impact on their success and well-being.
- Interviews with stakeholders indicated that the programs that are currently offered have been a component of the community for some time and are accepted by the community.
- Review of documents and artifacts did not provide evidence of any type of needs assessment to determine what programs could be offered or redesigned to meet students’ needs.
- Review of documents and artifacts did not provide evidence of any type of evaluation of the existing programs. There was evidence of annual data generated from the various community programs, but no interpretation of the data.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team’s findings.

### **Standard 5: Using Results for Continuous Improvement**

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution’s success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing

in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<b><i>Standard 5 – Using Results for Continuous Improvement</i></b>	<b>Standard Performance Level</b>
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	<b>2</b>

<b>Indicator</b>		<b>Source of Evidence</b>	<b>Performance Level</b>
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	<b>2</b>

Indicator		Source of Evidence	Performance Level
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> <li>• Self-Assessment</li> <li>• Executive Summary</li> <li>• Artifacts and documents</li> <li>• Stakeholder interviews</li> <li>• Superintendent's presentation</li> <li>• Stakeholder survey data</li> <li>• 2012 KDE Leadership Assessment</li> <li>• 2012 and 2013 District Report Cards</li> <li>• 2012 and 2013 priority school Report Cards</li> <li>• CDIP</li> </ul>	2

Indicator	Opportunity for Improvement
5.1/5.2	Implement a process that establishes and maintains a clearly defined and comprehensive student assessment system that continually produces information to guide improvement efforts focused on all students achieving to their highest potential. Develop, consistently implement, and systematically monitor a process to collect and analyze student data to improve student learning, instruction, the effectiveness of programs, and organizational conditions.
Rationale	

#### Student Performance Data

- As detailed elsewhere in this report, district performance data improved slightly between 2012 and 2013, but does not suggest that the district has been effective in establishing a clearly defined and comprehensive student assessment system that produces data and information to guide improvement in student performance and organizational effectiveness.
  - Student Growth Percentile, which measures typical or higher academic growth, slightly increased across the school district between 2012 and 2013, but the results remained lower than the state average, especially in the area of mathematics.
  - Additionally, district student performance results from 2012 and 2013 show increases in the content areas of social studies, writing, and Language Mechanics, but decreases in reading, mathematics, and science.
  - Per the chart below, the significant decline in science and reading over the past two school years of particular concern:

Area	Reading		Mathematics		Science		Social Studies		Writing		Lang. Mech.	
YEAR	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013	2011-2012	2012-2013
Points	61.3	47.5	40.4	37.2	61.2	41.3	40.8	49.8	55.0	63.0	56.5	59.4
Gain/(Loss)	(13.8)		(3.2)		(19.9)		9.0		8.0		2.9	

#### Classroom Observation Data

- Classroom observation data clearly indicates that students are not provided consistent and frequent opportunities for formative assessments and teacher feedback. The Progress Monitoring Learning Environment received an overall average rating of 2.2 on a 4 point scale.
  - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 43% of classrooms.
  - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 30% of classrooms.
  - Instances in which students demonstrated or verbalized understanding of the lesson/content were evident/very evident in 43% of classrooms.
  - Instances in which students understood how their work was assessed were evident/very evident in 28% of classrooms.
  - Instances in which students had opportunities to revise or improve work based on feedback were evident/very evident in 28% of classrooms.

#### Stakeholder Survey Data

- Staff survey results indicate that staff members feel positively about their efforts to assess student progress and use data to improve student learning and their teaching. This data conflicts with classroom observations and suggests that the application or use of data to inform instructional decision-making may be ineffective.
  - 88% of staff agree or strongly agree with the statement, “Our school uses multiple assessment measures to determine student learning and school performance.”
  - 79% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
  - 84% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data.”
  - 73% of staff agree or strongly agree with the statement, “Our school ensures all staff members are trained in the evaluation, interpretation, and use of data.”
- TELL Kentucky 2013 survey results for KCHS indicate:
  - 94% of teachers agree or strongly agree that school leadership facilitates using data to improve student learning.
  - 70% of teachers agree or strongly agree that state assessment data is available in time to impact instructional practices.
  - 79% of teachers agree or strongly agree that local assessment data are available in time to impact instructional practices.
- Parent survey data results are positive regarding the frequency of assessments to measure student learning, and how the student assessment information is communicated.
  - 84% of parents agree or strongly agree with the statement, “My child is given multiple assessments to measure his/her understanding of what was taught.”

- Disaggregated student survey data results imply that there is a significant difference in how learning is assessed from 9<sup>th</sup> grade to other grades.
  - 69% of students agree or strongly agree with the statement, “All of my teachers use tests, projects, presentations, and portfolios to check my understanding of what was taught.” However, the 9<sup>th</sup> grade students responded much more positively than did the 10<sup>th</sup>- 12<sup>th</sup> grade students, suggesting that the higher the grade level, the less authentic and formative the assessments. This result may also imply that the higher the grade, the more traditional the instruction.

#### Stakeholder Interviews, Documents and Artifacts

- District staff indicated in interviews that the district focuses on the administration of state assessments, but would like to place a greater emphasis on the development of local assessments.
- In interviews, district staff consistently indicated that local standardized assessments have been developed grades K-8 and that MAP is used as a universal screening assessment with these grade levels.
- District staff consistently indicated that local standardized assessments have not been created for Knox Central High School. KCHS uses TCA (Triumph College Assessments) as a universal screener.
- District staff indicated that there is a lack of quality control for questions being developed for common assessments, but stated they eventually would like to use the CASL (Classroom Assessment for Student Learning) rubric as a way to monitor quality developed assessments.
- There was no evidence indicating that strategies are currently in place to support proficient student work.
- District staff interviews and review of documents indicated that all teachers have received Rick Stiggins’ CASL professional development on how to write reliable and bias-free assessments.
- In district staff interviews, staff indicated that teachers keep notebooks as evidence of their ability to write common assessments based on the CASL professional development. The notebooks are monitored by principals for quality control.
- Review of documents and artifacts did not provide evidence that a clearly defined comprehensive student assessment system exists.
- Review of documents and artifacts revealed locally-developed standardized assessments for grades K-8, but not for grades 9-12.
- Review of documents and artifacts showed that the district administers a variety of state standardized assessments for all grade levels, but little to no district benchmark assessments or



locally-developed assessments.

- Review of documents and artifacts revealed that student achievement data is collected from universal screeners for all grade levels, but no evidence exists to determine how the data is used to inform and modify instruction.
- Review of documents and artifacts revealed that KCHS reviewed TELL Kentucky survey results with staff and the leadership team.
- The Self-Assessment indicated that the district “currently utilizes an assessment system that incorporates a variety of data sources...” In interviews, district staff indicated that the superintendent meets with individual principals to discuss Measures of Academic Progress (MAP) data and set goals for future assessments. Evidence that the superintendent meets with the high school principal to discuss interim assessment data is limited.
- In district interviews, staff indicated that teachers were trained in CASL to teach them how to use assessment data to inform instruction.
- In district interviews, staff indicated that the District Assessment Coordinator (DAC) provides assessment data to teachers upon request, but there was no evidence that assessment data is provided to schools on a routine basis.
- In district interviews, staff consistently indicated support for the Continuous Instructional Improvement Technology System (CIITS), the intent of having teachers create common assessments in CIITS, and placing CIITS coaches at each school.
- Review of documents and artifacts revealed that assessment data is collected for MAP, Discovery Education, PLAN, and TCA.
- Review of documents and artifacts revealed that the superintendent corresponded with elementary and middle school principals via email to schedule individual meetings regarding fall MAP data, but there was no evidence to indicate that high school principals received invitations to discuss TCA data.
- Review of documents and artifacts revealed that an effective process for district personnel collecting and analyzing student data to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning was not in place.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for indicator 5.1, which aligns with the team’s findings. The district rated itself as a 3 on the Self-Assessment for indicator 5.2, which is higher than the team’s findings.

Indicator	Opportunity for Improvement
5.3	Develop a systematic plan to provide effective, locally appropriate, and high quality professional training so that district and school staff members are proficiently trained to gather, interpret, and use data to improve and sustain student achievement in all areas.
Rationale	

#### Student Performance Data

- As detailed previously in this report, student performance data revealed that the percentages of students performing at Novice or Apprentice levels in core academic areas remain high, indicating a need for a process to train district staff on the interpretation of data and how to use that information to increase the number of students scoring at Proficient and Distinguished levels.
  - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
  - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
  - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
  - 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.
  - 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.

#### Classroom Observations

- Classroom observation data indicate that professional learning content and discussions have not been consistently applied in the high school.
  - Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 27% of classrooms.
  - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 32% of classrooms.
  - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 53% of classrooms.

#### Stakeholder Survey Data

- Although student performance data has improved, significant improvement is still needed, especially with regard to reading, ACT, etc. However, staff survey data indicates a high degree of satisfaction with existing assessment practices and procedures.

- 79% of staff agree or strongly agree with the statement, “Our school employs consistent assessment measures across classrooms and courses.”
  - 84% of staff agree or strongly agree with the statement, “Our school has a systematic process for collecting, analyzing, and using data
  - 87% of staff agree or strongly agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
  - TELL Kentucky 2013 survey results for KCHS indicate that 87% of teachers agree or strongly agree that teachers use assessment data to inform their instruction.
- Parent survey results for their level of satisfaction with the school’s assessment practices were also very positive.
    - 78% of parents agree or strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”

Stakeholder Interviews, Documents and Artifacts:

- In district staff interviews, staff consistently indicated that Professional Learning Communities (PLCs) focus on how to analyze, interpret, and use assessment data.
- In district staff interviews, staff reported that originally a common framework for PLCs was used by all schools in the district. It was also stated that the former superintendent later asked each principal to create a PLC framework specific to the needs of each school, therefore creating an inconsistent approach to PLCs and focus on student data.
- In district staff interviews, staff indicated that the superintendent is responsible for monitoring district-facilitated PLCs.
- In district staff interviews, staff indicated that the two high schools currently participate in a virtual vertical PLC each month. District level directors represent at least one content area and are responsible for physically attending the PLC, alternating schools each month.
- Review of documents and artifacts revealed a generic statement regarding the interpretation and use of data, and that staff received the Administration Code for Kentucky’s Educational Assessment Program training, and signed non-disclosure forms.
- Review of documents and artifacts revealed little or no evidence that a process was in place in the district where professional and support staff received training in the interpretation and use of data.
- Review of documents and artifacts revealed an opening day agenda indicating that staff would be trained on ACT Explore/ACT Plan, College/Career Readiness, ACT QualityCore, and EOC assessments, but there was no evidence of follow-up to determine the effectiveness of the training.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
5.4	Develop, implement, and monitor policies and procedures for analyzing student achievement data to determine verifiable improvement in student learning, including readiness for and success at the next level.
Rationale	

#### Student Performance Data

- As detailed elsewhere in this report, Knox Central High School's state accountability ranking improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. This improvement was primarily due to improvement in the college and career readiness index, graduation rate, and writing accountability, with more limited improvement in some areas of the overall core academic program (e.g., social studies and Language Mechanics).
- Student accountability scores fell in core academic areas of reading, mathematics, and science, indicating a need for a policy that describes a process for better analyzing student learning and preparation for the next level.

#### Classroom Observation Data

- Classroom observation data indicates that the school does not consistently and effectively use a process for the interpretation of data to regularly inform and modify teaching and learning across all subjects and grades.
  - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms. The High Expectations Environment received an overall average rating of 2.1 on a 4 point scale.
  - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 32% of classrooms.
  - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 30% of classrooms.

#### Stakeholder Survey Data

- Staff survey results indicate that school staff members strongly believe that the school effectively and frequently uses data to make instructional decisions to improve student achievement.
  - 87% of staff agree or strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."

- 96% of staff agree or strongly agree with the statement, “Our school leaders monitor data related to student achievement.”
- 84% of staff agree or strongly agree with the statement, “Our school has a systematic process to collect, analyze, and use data.”
- Parent survey results are similar to the staff’s perceptions regarding assessment practices and the school’s use of data to improve student learning.
  - 87% of parents agree or strongly agree with the statement, “My child is prepared for success in the next school year.”
- Student perceptions differ, especially for those survey statements that implying that teachers use data to help them improve their learning and level of achievement. The percentage of 10<sup>th</sup>-12<sup>th</sup> grade students who have a more critical perception of how the school uses data to help them learn is of particular significance.
  - 61% of students agree or strongly agree with the statement, “My school prepares me for success in the next school year.” 30% to 35% of students in grades 10-12 responded as neutral to this statement.
  - Only 41% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
  - 59% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills to succeed.”

#### Stakeholder Interviews, Documents and Artifacts

- In interviews, district staff indicated that the district’s assessment policy had not been reviewed or revised within the past five years.
- In interviews, the superintendent and school board members indicated that the district does not have a systematic procedure in place for reviewing/revising the district’s current policies and procedures.
- In interviews, district staff and board members consistently indicated that ensuring every child is college and career ready was a priority for the district. There were no statements regarding how the district is planning to improve in this area.
- Interviews with community members indicated that they were unaware of how the district or school is progressing in the area of student achievement. They were aware of the school’s priority status, but did not state any level of concern.
- Interviews with stakeholders indicated very little awareness of the school and district’s low percentage of students attempting and passing Advanced Placement exams.

- Review of documents and artifacts did not reveal policies and procedures in place to analyze student achievement data in order to determine verifiable improvement across the district.
- Review of documents and artifacts revealed that KCHS has a process to regularly monitor and analyze student CCR data, but there was no evidence that district support is provided during this process.
- Review of documents and artifacts revealed that there was little to no evidence at the district level indicating a process for determining readiness and success at the next level.
- Other than KCHS presenting their quarterly report, review of documents and artifacts revealed that board of education meeting agendas do not provide opportunities for SBDM councils and/or principals to report to the board regarding student learning and progress towards readiness and success at the next level.
- Review of documents and artifacts revealed that PLCs are used to collect data and monitor progress. There was no evidence that the district monitors the application of the training offered in PLCs.
- There was no evidence that the district plans to adopt policies and procedures that ensure a comprehensive assessment plan or a process to analyze student data specific to the needs of the district.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which aligns with the team's findings.

Indicator	Opportunity for Improvement
5.5	<b>Create and implement a plan for monitoring and regularly communicating comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders. Develop multiple ways to communicate this information to stakeholders, i.e., print, electronic, social media, websites, etc.</b>
Rationale	

#### Classroom Observation Data

- Classroom observation data strongly suggests that although school staff members perceive that they use data to inform instructional decisions, results of data analysis and its application to meet the needs of students are lacking.
  - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident in only 28% of classrooms. This data suggests that the school has established a high expectations environment to a limited degree.
  - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.

- Instances in which students had differentiated learning opportunities and activities that meet their needs were evident/very evident in 27% of classrooms.

#### Stakeholder Survey Data

- Staff survey results indicated that the majority have positive perceptions regarding the degree to which school leadership uses data to develop its improvement goals. However, the staff has a more critical view of communication about student achievement and involvement between the school and the community.
  - 85% of staff agree or strongly agree with the statement, “Our school leaders monitor data related to school continuous improvement goals.”
- TELL Kentucky survey data indicates:
  - 58% of teachers agree or strongly agree that clear, two way communication is evident with the community.
  - 55% of teachers agree or strongly agree that parents/guardians know what is going on in the school.
  - 73% of teachers agree or strongly agree that teachers provide information about student learning.
  - 26% of teachers agree or strongly agree that parents support teachers and contribute to student success.
  - 40% of teachers agree or strongly agree that parents/guardians are influential decision makers in this school.
- Parent survey responses indicate a high level of satisfaction with how they perceive the school uses data to monitor and communicate how their children are academically performing.
  - 76% of parents agree or strongly agree with the statement, “Our school ensures that all staff members monitor and report the achievement of school goals.”
  - 78% of parents agree or strongly agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”
- Student survey results indicate a lower level of agreement than staff and parents about how the school communicates with families.
  - 51% of students agree or strongly agree with the statement, “My school shares information about school successes with my family and community members.” 48% of students were either neutral or disagreed with the statement, suggesting that this practice may not be consistently applied across the school. Neutral and disagree/strongly disagree responses were significantly higher in grades 10-12, implying that the higher the grade level, the fewer the instances of communication to families.

#### Stakeholder Interviews, Documents and Artifacts

- In interviews, the superintendent indicated that while the board is aware of the district’s identified deficiencies included in the 2011-2012 Leadership Assessment, progress towards these deficiencies

has not been communicated to board members.

- In district interviews, staff consistently indicated that state assessment data was the only data presented to the board on a regular basis (annually after results had been released). There was no evidence provided to indicate that local assessment data and improvement goals are regularly presented and communicated to the board.
- In interviews, board members were consistently not able to discuss how district leadership monitors and communicates student learning and progress toward district improvement goals. Board members agreed that student recognition was a routine practice at board meetings, but could not provide additional, specific evidence that student achievement is routinely discussed at meetings.
- In district interviews, staff consistently indicated a variety of one-way communication between the district and various stakeholders - letters home to parents, electronic newsletters, Twitter, website, and the automated phone messenger.
- In district interviews, staff consistently indicated a genuine concern for the lack of parent involvement in the schools, while still seeking ways to improve two-way communication with parents.
- In district interviews, staff consistently indicated that the superintendent regularly attended KCHS leadership meetings.
- Review of documents and artifacts revealed that board of education meeting agendas do not include an opportunity to present comprehensive information about student learning, district and school performance, and improvement goals, indicating that student achievement is not a priority at the meetings.
- Review of documents and artifacts revealed that board of education meeting agendas do not include evidence of reviewing minutes from KCHS leadership meetings, indicating a lack of communication between the KCHS leadership team and the local board of education.
- Review of documents and artifacts revealed a lack of district support to KCHS in addressing its 30/60/90 day plan.
- Review of documents and artifacts revealed SBDM minutes from several schools in the district, but there was no evidence of KCHS advisory council minutes. Additionally, there was no evidence that the district monitors the SBDMs or advisory council.
- There is no evidence to determine that the superintendent attends or is made aware of what is discussed at KCHS advisory council meetings.
- Interviews and documentation indicated that the KCHS advisory council routinely discusses the 30/60/90 day plan, attendance data, and college and career readiness data. However, there is no evidence that district staff members provide support and guidance to implement the plan or interpret data.



- Interviews and documentation indicated that the KCHS principal presented a quarterly report to the board of education, but there was no evidence to support that other schools reported progress on school goals to the board. Evidence showed that the school board members had no questions or comments about the quarterly report from the principal's presentation.

#### Other Pertinent Information

- The district rated itself as a 3 on the Self-Assessment for this indicator, which is higher than the team's findings.

## Part II: Conclusion

### Summary of Diagnostic Review Team Activities:

- The Knox County Public Schools Diagnostic Review team was composed of 6 educators representing the perspectives of school and district administrators, a classroom teacher, parents, and college/university professors.
- On the first day of the review, the superintendent made a formal presentation about the district and focused on recent improvements, 2012 Leadership Assessment deficiencies, and future plans.
- Representatives from Knox County Public Schools completed the Self-Assessment, Executive Summary, the Comprehensive District Improvement Plan, and provided stakeholder survey results. In addition, the district staff provided the team with online access to documents and artifacts to support the indicator ratings of the Self-Assessment.
- Knox Central High School administered the surveys for staff, students and parents. Survey results were used to guide indicator ratings by the team.
- The district staff and Diagnostic Team leaders worked collaboratively on the team's schedule for the on-site review process.
- In general, district staff, school board members, school staff, and community members were candid in their interviews with the team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the district. During the on-site portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted general school and district observations.

The Diagnostic Review team met virtually on February 12<sup>th</sup> and 20<sup>th</sup> to begin a preliminary examination of Knox County Schools' Internal Review Report and determined points of inquiry for the on-site review. Team members arrived in the school system on March 9, 2014 and concluded their work on March 12, 2014.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
District and School Leaders*	8
School Board Members	5
Teachers and Support Personnel	2
Parents and Community Members	2
Students	0
<b>TOTAL</b>	<b>17</b>

\*Includes Educational Recovery Staff

The Knox Central High School Diagnostic Review team conducted classroom observations in 60 classrooms, using the Effective Learning Environment Observation Tool (ELEOT). The team shared the classroom observation data, along with other relevant data collected from the school, with the team assigned to the district. Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the district met the AdvancED Standards and Indicators.

### Report on Standards:

The Diagnostic Review process involved an extensive examination of evidence garnered from the district's Self-Assessment, Executive Summary, District and School Report Cards, and other district documents, such as policies, meeting agendas and minutes, samples of communication, and budgets. Data generated from Knox Central High School and shared with the district's Diagnostic Team were used to assess the district's capacity to lead and included classroom observation scores, stakeholder survey results, and interviews with the several staff members. Several recurring themes emerged that cut across the five standards and 35 district indicators, including:

### Systematic Processes

- Interviews, observations, and a review of artifacts and other documents clearly reveal that the district has a minimal number of systematic processes for coherent and consistent practices and implementation across all schools and district departments. Although the district leadership and staff are new to their positions this school year, the district has not provided united, collaborative and progressive leadership to the schools, leaving the school functioning in isolation. Some of the major areas in which the team determined the district lacked systematic processes and communication were:
  - curriculum and instructional supervision
  - budget and allocation of resources
  - two-way stakeholder communication
  - data analysis and decision-making
  - local school initiatives
  - continuous improvement plan review
  - staff responsibilities
  - grading policies

## Governance and Leadership

- A comprehensive interview process that involved a variety of stakeholders clearly exposed inappropriate actions of several school board members that occurred during the past calendar year. Interviews and other evidence presented specific and intentional actions indicating that several school board members have violated the code of ethics and their governing authority and practices. The current district leadership is aware that several board members could undermine their authority and decisions for day-to-day operations of the district.
- There did not appear to be a concerted effort from the school board members to function within their ethical and legal bounds as elected officials.
- A thorough review of policies and procedures, as well as information gathered from district staff interviews, presented little emphasis or consideration to the development of and adherence to a systematic review and possible revision of all board policies.

## Instructional Support and Leadership

- The extent to which the district provides leadership in the area of curriculum and instruction to improve student learning and teacher quality proved to be very minimal. As stated, the district leadership and staff are new to their positions this school year, and appear to be struggling with their new responsibilities. Evidence showed that the district plans to address school and district-wide teaching and learning challenges in the future, but the district has not yet made the work needed to improve student achievement and instructional quality a priority this school year.
- Student performance and classroom observation data indicate an urgent need to place a priority on meeting the learning needs of all students, which includes high achieving students as well as students who perform below the level of proficiency. Minimal gains have been made district-wide in some content areas, grades, and schools without the guidance of the district office. The District's Comprehensive District Improvement Plan includes goals, objectives, strategies, and activities to implement over the next year to improve student learning, but interviews with district staff did not convey a high level of understanding and commitment to immediate implementation of the strategies for district-wide improvement.
- Knox Central High School has received little to no support and guidance from the district as to how to improve their curricular and instructional program. A plethora of programs and initiatives have been instituted by the school leadership in attempt to address the school's deficiencies and low student achievement performance, but the school is making instructional decisions that have not been approved or evaluated at the district level to assess their effectiveness and sustainability. One specific example is the school's implementation of a Standards-Based Grading policy that has not been board approved. No other school in the district uses Standards-Based Grading, which is indicative of a lack of systematic processes.
- Similarly, monitoring the effectiveness and application of the district's planned professional development program to improve instruction, interpret and use data to modify instruction, and provide rigor and relevance was not evident. Statements made by district staff indicated that there are plans to provide instructional support and leadership next school year, but specifics were not provided to the Diagnostic Review Team members.
- Student performance data does not suggest that the district has established effective systematic processes for ensuring an equitable and challenging curriculum for all students to succeed at the next levels of learning. Student performance data indicates that attention to the Advanced Placement program, as well as other courses designed for students who need to be academically challenged, is not a priority for the district or school.

### **Stakeholder Involvement**

- Interviews, observations, and a review of artifacts and other documents reveal that the district is very aware of the lack of parental involvement in their children's education. All stakeholders expressed concern and speculation as to why the parents are not meaningfully engaged in district and individual school events and activities, and some effort has been made to reach out to the parents. The district has implemented a variety of methods to share information with the community, and these efforts have been well-received by stakeholders. Minimal effort has been made this school year to engage parents in two-way communication that includes opportunities to provide input into the district's Continuous Improvement Plan, new vision and mission statements, and student achievement. The stakeholder survey results indicate a high level of satisfaction with the school's communication and outreach efforts, yet the school staff survey results differ in their perceptions as to the level of support they receive from parents and community.

### **Report on Learning Environment:**

During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

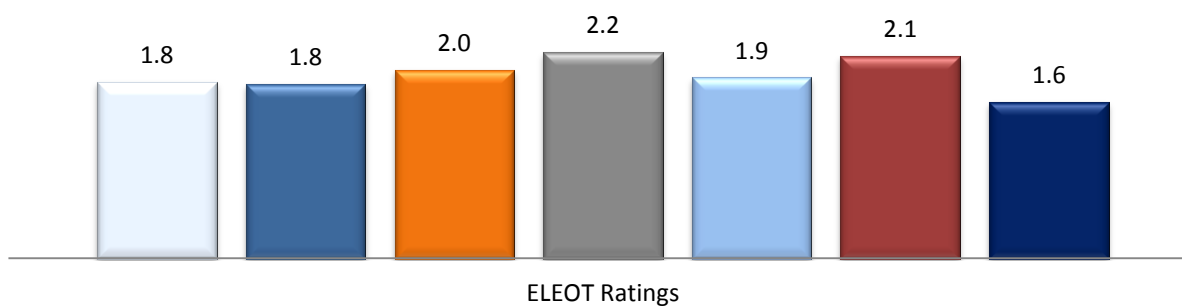
Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 60 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

## Overall ELEOT Rating

- A. Equitable Learning   ■ B. High Expectations   ■ C. Supportive Learning  
■ D. Active Learning   ■ E. Progress Monitoring   ■ F. Well-Managed Learning  
■ G. Digital Learning



<b>A. Equitable Learning Environment</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
A.1	<b>1.9</b>	Has differentiated learning opportunities and activities that meet her/his needs	39%	35%	27%	0%
A.2	<b>2.5</b>	Has equal access to classroom discussions, activities, resources, technology, and support	10%	35%	47%	8%
A.3	<b>2.4</b>	Knows that rules and consequences are fair, clear, and consistently applied	18%	22%	57%	2%
A.4	<b>1.4</b>	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	69%	22%	6%	2%
<b>Overall rating on a 4 point scale:</b>						<b>2.1</b>

### **Equitable Learning Environment Analysis**

- Classroom observations revealed that students were seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated at 1.9 on a 4 point scale. While pockets of differentiation and high-yield strategies were observed, the majority of classrooms employed teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
- The extent to which students had equal access to classroom discussions, activities, resources, and technology was evident to some degree, and this indicator was rated 2.5 on a 4 point scale. Many students had the opportunity to ask questions and participate in teacher-initiated and teacher-led discussions that occurred during direct instruction or during completion of worksheets/packets.
- Opportunities for students to learn about their own or share others' backgrounds/culture, including sharing their perspective on content were extremely rare. This indicator was rated 1.4 on a 4 point scale. In general, time for reflection, reaction, or small group discussion periods to allow opportunities for student sharing and discussion were very infrequent.

<b>B. High Expectations</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
B.1	<b>2.5</b>	Knows and strives to meet the high expectations established by the teacher	10%	37%	45%	8%
B.2	<b>2.4</b>	Is tasked with activities and learning that are challenging but attainable	16%	43%	29%	12%
B.3	<b>1.5</b>	Is provided exemplars of high quality work	65%	20%	14%	0%
B.4	<b>2.2</b>	Is engaged in rigorous coursework, discussions, and/or tasks	22%	45%	22%	10%
B.5	<b>2.0</b>	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	35%	37%	20%	8%
<b>Overall rating on a 4 point scale:</b>						<b>2.1</b>

### High Expectations Learning Environment Analysis

- In general, observers noted very compliant, extremely well behaved students in classrooms. Teacher requests to be seated, listen to instructions, take notes, raise hands before speaking, and so forth were generally obeyed. The indicator “Knows and strives to meet high expectations established by the teacher” was rated at 2.5 on a 4 point scale, and may reflect the high level of student compliance to teacher direction.
- The indicator “Is tasked with activities and learning that are challenging but attainable” was rated 2.4 on a 4 point scale. Instances in which students were engaged in high-level activities such as organizing information to make meaning of content, locating and using classroom resources, problem solving, or presenting findings to the class were observed in a few classrooms, but these instructional practices were not widespread.
- Use of exemplars to communicate high expectations received a rating of 1.5 on a 4-point scale. Instances in which students used or talked about sample student work to complete an assignment were very rare.
- Instances of students being engaged in rigorous coursework and discussion were also infrequent. This indicator was rated 2.2 on a 4 point scale. Similarly, students were rarely asked and responded to questions that required higher order thinking. This indicator was rated at 2.0 on a 4 point scale. Many classrooms were focused on delivering factual information via whole group, teacher-centered direct instruction or lecture.

<b>C. Supporting Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
C.1	<b>2.6</b>	Demonstrates or expresses that learning experiences are positive	10%	22%	63%	4%
C.2	<b>2.6</b>	Demonstrates positive attitude about the classroom and learning	8%	27%	59%	6%
C.3	<b>2.2</b>	Takes risks in learning (without fear of negative feedback)	27%	35%	29%	10%
C.4	<b>2.5</b>	Is provided support and assistance to understand content and accomplish tasks	12%	31%	53%	4%
C.5	<b>1.9</b>	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	45%	24%	24%	6%
<b>Overall rating on a 4 point scale:</b>						<b>2.4</b>

### Supportive Learning Environment Analysis

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 30% of classrooms. The heavy reliance on teacher-centered, whole group instruction did not allow specific or individualized feedback for improvement.
- Students demonstrating/expressing that learning experiences were positive and demonstrating positive attitudes about the classroom and learning were both rated at 2.6 on a 4 point scale. Observers noted that the majority of students demonstrated polite, compliant behavior in response to teacher instruction.
- Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 39% of classrooms and rated a 2.2 on a 4 point scale.
- It was evident/very evident that students were provided support and assistance to understand content and accomplish tasks in 57% of classrooms.
- Opportunities in which students were provided additional or alternative instruction and feedback at the appropriate level of challenge was evident/very evident in only 30% of classrooms.



<b>D. Active Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
D.1	<b>2.3</b>	Has several opportunities to engage in discussions with teacher and other students	16%	41%	37%	6%
D.2	<b>2.0</b>	Makes connections from content to real-life experiences	29%	47%	24%	0%
D.3	<b>2.6</b>	Is actively engaged in the learning activities	12%	29%	49%	10%
<b>Overall rating on a 4 point scale:</b>						<b>2.3</b>

### Active Learning Environment Analysis

- Instances in which students made connections from content to real-life experiences were evident in only 24% of observed classrooms.
- 59% of students observed demonstrated active engagement in learning activities. However, active engagement was not observed or partially observed in 41% of classrooms.

<b>E. Progress Monitoring</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
E.1	<b>2.3</b>	Is asked and/or quizzed about individual progress/learning	24%	33%	31%	12%
E.2	<b>2.2</b>	Responds to teacher feedback to improve understanding	22%	47%	14%	16%
E.3	<b>2.4</b>	Demonstrates or verbalizes understanding of the lesson/content	14%	43%	29%	14%
E.4	<b>1.9</b>	Understands how her/his work is assessed	45%	27%	24%	4%
E.5	<b>2.1</b>	Has opportunities to revise/improve work based on feedback	33%	39%	16%	12%
<b>Overall rating on a 4 point scale:</b>						<b>2.2</b>

### Progress Monitoring Learning Environment Analysis

- Instances in which observers observed students being provided with rubrics, answering questions from the teacher about progress, reviewing exemplars, and/or being given opportunities to revise work based on teacher feedback occurred in some classrooms, but were very infrequent.
  - It was evident/very evident that students were asked or quizzed about their individual progress/learning in 43% of classrooms.
  - It was evident/very evident that students had opportunities to revise or improve their work based on feedback in 28% of classrooms.
  - It was evident/very evident that students understood how their work was assessed in 28% of the classrooms.
- The use of formative assessment to inform and guide instructional practices was limited.
  - It was evident/very evident that students were asked or quizzed about their progress in 33% of the classrooms.
  - It was evident/very evident that students were responding to teacher feedback to improve their understanding in 30% of the classrooms.

<b>F. Well-Managed Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
F.1	<b>3.1</b>	Speaks and interacts respectfully with teacher(s) and peers	4%	12%	55%	29%
F.2	<b>2.9</b>	Follows classroom rules and works well with others	4%	20%	53%	22%
F.3	<b>2.4</b>	Transitions smoothly and efficiently to activities	33%	16%	33%	18%
F.4	<b>2.4</b>	Collaborates with other students during student-centered activities	31%	20%	31%	18%
F.5	<b>2.9</b>	Knows classroom routines, behavioral expectations and consequences	6%	14%	59%	20%
<b>Overall rating on a 4 point scale:</b>						<b>2.7</b>

#### **Well-Managed Learning Environment Analysis**

- It was evident/very evident that students spoke and interacted respectfully with teacher(s) and peers in 84% of classrooms.
- It was evident/very evident that students knew classroom routines, behavioral expectations, and consequences in 79% of classrooms.
- It was evident/very evident that students followed classroom rules and worked well with others in 75% of classrooms.
- This data indicates that compliant, well behaved students and consistently enforced teacher and school leader behavioral expectations characterize the classroom culture of Knox Central High School.
- Observers noted very few instances of off-task or non-compliant behavior that were not addressed by a teacher or school leader.

<b>G. Digital Learning</b>						
<b>Indicators</b>	<b>Average</b>	<b>Description</b>	<b>Not Observed</b>	<b>Partially Observed</b>	<b>Evident</b>	<b>Very Evident</b>
G.1	<b>1.3</b>	Uses digital tools/technology to gather, evaluate, and/or use information for learning	82%	8%	8%	2%
G.2	<b>1.2</b>	Uses digital tools/technology to conduct research, solve problems, and/or create	86%	8%	2%	4%
G.3	<b>1.2</b>	Uses digital tools/technology to communicate and work collaboratively for	88%	6%	2%	4%
<b>Overall rating on a 4 point scale:</b>						<b>1.3</b>

### Digital Learning Environment Analysis

- The Digital Learning Environment received a rating of 1.3 on a 4 point scale, the lowest rating of the seven learning environments.
- Observers noted few instances in which teachers asked students to use digital tools or technology as learning tools.
- If technology was being used in a classroom, it was primarily being utilized by the teacher.

## Improvement Priorities

Indicator	Improvement Priority
2.1	<b>Develop policies and monitor implementation of practices aligned with district purpose and direction that communicate expectations for the effective operation of the district and its schools. Specify expectations for an equitable and challenging learning environment for all students, the implementation of a high quality professional development program for district staff, and the efficient management of district fiscal resources.</b>
<b>Rationale</b>	

### Student Performance Data

- District performance data, which slightly improved in 2013, does not suggest that the district has established a systematic process for ensuring the delivery of high quality teaching in all classrooms for all students. Although student performance is improving, results indicate that students are performing well below state averages. Of greatest concern is that 2013 performance data indicates that 56.9% of students performed at Novice or Apprentice levels in reading and 88.9% performed at Novice or Apprentice levels in math.
- The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability ranking among Kentucky school systems increasing from the 7<sup>th</sup> percentile in 2012 to the 20<sup>th</sup> percentile in 2013.
- Student Growth Percentile, which measures typical or higher academic growth, slightly increased across the school district between 2012 and 2013, but the results remained lower than the state average, especially in the area of mathematics.
- A comparison of 2012 and 2013 School Report Cards indicates that students are performing significantly below state averages in all academic areas.

### Classroom Observation Data

- Classroom observation collected from Knox Central High School does not indicate that the district has established policies and practices that ensure the systematic use of highly effective instructional practices in all classrooms. Data further indicates that the extent to which the district is monitoring the effectiveness and impact of professional development appears to be very limited. For example, the recent professional development program targeting academic rigor and relevance does not appear to have been effective in improving the High Expectations Environment in the school.
  - Instances in which students were actively engaged in the learning activities were observed in 59% of classrooms.
  - Instances in which students were tasked with activities and learning that are challenging but attainable were observed in 41% of classrooms.
  - Instances in which students engaged in rigorous coursework, discussions, and/or tasks were observed in 32% of classrooms.

- Instances in which students were asked and responded to questions that required higher-order thinking” were observed in 28% of classrooms.
- Instances in which students were provided exemplars of high quality work” were observed in 14% of classrooms.
- Instances in which students had differentiated learning opportunities and activities that met their needs” were observed in 27% of classrooms.

#### Stakeholder Survey Data

- As implied in the TELL Kentucky survey results, staff survey data indicated some concern with the level of accountability for student learning and degree of quality for the professional learning program. The results, although mostly positive, are not congruent with classroom observation data, statements from stakeholders during interviews, and the artifacts and documents reviewed. Examples of survey statements that align to the Improvement Priority include the following:
  - 71% of staff agree or strongly agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
  - 2013 TELL Kentucky data for KCHS indicates that 61% of staff agree that “professional development deepens teachers’ content knowledge,” suggesting that more substantive professional offerings are needed to improve instruction.
- Student survey data indicates that KCHS 10<sup>th</sup>- 12<sup>th</sup> grade students have a less positive perception about the school than the 9<sup>th</sup> graders. Relevant to this Improvement Priority, 77% of 9<sup>th</sup> grade students agreed or strongly agree with the survey statement, “In my school, a high quality education is offered” as compared to 58% of 10<sup>th</sup> graders, 57% of 11<sup>th</sup> graders, and 60% of 12<sup>th</sup> graders.
  - 72% of students agree or strongly agree with the statement, “In my school, the principal and teachers have high expectations of me.” However, 34% of 10<sup>th</sup> grade students responded as neutral/disagree/strongly disagree with this statement, suggesting that they were unsure of the expectations or that they did not consider the expectations to hold them to high standards.
- Parent survey data, much like the staff results, presents a positive perception about the school’s level of expectation for their children.
  - 83% of parents agree or strongly agree with the statement, “Our school has high expectations for students in all classes.”
  - 80% of parents agree or strongly agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets their learning needs.”

#### Stakeholder Interviews, Documents and Artifacts

- Stakeholder interviews revealed that there has been limited interaction between the district staff and school leadership to discuss areas in which student achievement could be improved or how to address the deficiencies.

- Stakeholder interviews revealed that the district staff has offered minimal support to the school leadership to improve its curriculum and instruction, monitor the instructional program, and discuss student achievement.
- Stakeholder interviews revealed that the school board has not systematically reviewed or revised its policies in the area of student achievement. The school board has revised its policy on professional development.
- Stakeholder interviews and district documentation review indicated that limited collaboration exists between the district and the school to determine school-level professional development and the level of district support.
- Stakeholder interviews and district documentation review indicated that policies are revised by the school board, but there are no systematic processes in place for the regular review of policies nor is there a process for monitoring the impact of revised policies on school procedures or student learning.
- The board has adopted policies for fiscal management, but has not created a process for reviewing practices and monitoring oversight of the resources.
- While the district has created a new vision and mission statement, there was limited evidence that the district has a plan to ensure the instructional program aligns to the new statement.
- There was no evidence to indicate that district staff regularly or consistently monitors the instructional program and the implementation of the curriculum.
- A professional development policy was revised and approved by the school board, yet no procedures to evaluate professional development have been determined by district staff.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team's findings.

Indicator	Improvement Priority
2.2 & 2.3	<b>Ensure all school board members function within their prescribed roles and responsibilities and refrain from engaging in the day-to-day operations of the district and its individual schools. Respect, support and protect the district and school leadership's actions and decisions to make effective decisions that improve teaching, learning, and organizational effectiveness.</b>
<b>Rationale</b>	

#### Student Performance Data

- While district performance data slightly improved in 2013, the results do not suggest that the district has ensured its actions and decisions are grounded in improving student learning for all students. The district's student performance data, in general, implies that the current district

culture has spawned confusion about responsibilities and roles which manifests in low performance on student accountability assessments.

- The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013.
- Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile rank increasing from 16% in 2012 to 40% in 2013.
- Student Growth Percentile, which measures typical or higher academic growth, slightly increased across the school district between 2012 and 2013, but the results remained lower than the state average, especially in the area of mathematics.
- A comparison of 2012 and 2013 School Report Cards indicates that students are performing significantly below state averages in all academic areas.
- It is of great concern that 2013 performance data indicates that 56.9% of students performed at Novice or Apprentice levels in reading and 88.9% performed at Novice or Apprentice levels in math.

#### Stakeholder Survey Data

- Staff survey data generally indicate satisfaction with the governing body. Most of the staff agrees that the governing body has not functioned inappropriately, but a significant percentage of staff responded as neutral or disagree with statements that align to the way in which the governing body operates.
  - 67% of staff agree or strongly agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership," suggesting that one-third of the staff have concerns about the governing body's ability to refrain from engaging in the day-to-day operations of the district.
  - 67% of staff agree or strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations," suggesting that the majority of the school staff have confidence that the governing board follows its policies and practices. However, 24% of staff responded as neutral or disagreed with this statement.
- 67% of parents agree or strongly agree with the statement "Our school's governing body does not interfere with the operation or leadership of our school"
- 41% of students agree or strongly agree with the statement, "In my school, rules apply to all students," suggesting that a large majority of the students perceive their school's culture as one in which rules are inconsistently enforced and expectations are not clear.

#### Stakeholder Interviews, Documents and Artifacts

- Stakeholder interviews and documentation indicated that there was no professional development for board members beyond initial trainings on basic functions of school board membership.



- There was no evidence that indicated the school board members completed refresher professional development to ensure that they remain aware of and abide by the expectations and legal regulations of their school board status.
- Interviews with district and school staff indicated that some school board members were actively involved in district decisions that were beyond the ethical and legal bounds of school board membership.
- Several school board members indicated during their interviews that they were involved in district level decision-making that included meeting with individual staff members, sending messages, ensuring additional staffing for a specific school, and restructuring the district office staff.
- Interviews with stakeholders also indicated that school board members were actively engaged in making district personnel decisions.
- Stakeholder interviews indicated that the previous (interim) superintendent carried out a number of personnel actions based on directions he received from a few members of the school board, such as the removal or reassignment of some district administrators, lowering of all administrative salaries, and appointment of new employees to some administrative positions.
- Interviews with stakeholders consistently indicated that the restructuring occurred prior to the current superintendent's tenure and created confusion, tension, and low morale in the district.
- Interviews with stakeholders indicated board members have created a culture of usurping authority and overstepping their roles by becoming directly involved in school and district managerial and administrative decision-making processes (i.e., personnel decisions regarding hiring, demotion, firing, and placement).
- Interviews with stakeholders indicated that although the district office has provided little to no support to, interaction with, and monitoring of the schools, they understand that many of the district staff are new to their positions. School autonomy is somewhat protected by the district staff who are engaged at the school level to a very limited extent.
- There was no evidence that the interim superintendent and school board documented a process to determine the realignment of the district staff's positions and reductions in salary.
- There was evidence of an updated flow chart of job responsibilities.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for these indicators, which is higher than the team's rating.

Indicator	Improvement Priority
2.5	<b>Research, identify, and implement ways to more effectively include and engage stakeholders, especially parents, by providing opportunities to shape decisions, provide feedback, work collaboratively on improvement efforts, etc. Monitor and evaluate the effectiveness of these efforts to measurably improve stakeholder engagement.</b>
Rationale	

#### Student Performance Data

District performance data does not reflect the implementation of systematic processes to effectively engage appropriate and varied representative stakeholder groups in the district's purpose and direction for improving student performance leading to college and career readiness for all students. Data does not suggest that the district has intentionally engaged in processes that build ownership, shared responsibility, or sense of community with regard to student, school, and district success.

- According to the 2013 State Report Card, the district's elementary and middle school achievement outperformed the district's high schools in 2013. Knox County Public Schools' overall accountability performance of 46.1 in 2012 increased to 50.0 in 2013, which also meant that the district's percentile ranking in Kentucky school districts increased from the 7<sup>th</sup> percentile to the 20<sup>th</sup> percentile. Although the district has experienced a positive movement in its overall accountability performance, ranking in the 20<sup>th</sup> percentile is still a significant concern.
- The data below, taken from the 2013 KDE District Report Card, depicts the district's achievement accountability as compared to the state. The district's low performance in reading and mathematics for all grade levels is clearly evident, with the achievement results in mathematics showing the greatest need for attention and unified actions from all stakeholders.

Grades	Subject	% Proficient/Distinguished (District)	% Proficient/Distinguished (State)
Elementary-All Students	Reading	35.4	47.8
Middle- All Students	Reading	44.5	51.1
High- All Students	Reading	42.4	55.8

Grades	Subject	% Proficient/Distinguished (District)	% Proficient/Distinguished (State)
Elementary-All Students	Mathematics	33.1	43.9
Middle- All Students	Mathematics	28.3	40.7
High- All Students	Mathematics	14.4	36.0

#### Stakeholder Survey Data

- Staff survey results were contradictory regarding stakeholder involvement in review of the school's purpose statement. The majority of the staff perceived that stakeholders had involvement with the review process, but did not agree that the community and school communicate well or that the

community supports the school's efforts.

- 90% of staff agree or strongly agree with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from stakeholders."
- However, 2013 TELL Kentucky survey results suggest that there is not a systematic and concerted effort by the district to ensure that all schools establish policies, practices, and conditions that will ensure meaningful stakeholder engagement.

TELL Kentucky 2013 Survey Statement	KCHS	KCPS
School maintains clear, two-way communication with the community	58% agree	73% agree
Community is supportive of the school	46% agree	58% agree
Parents/guardians are influential decision makers in this school	40% agree	50% agree
Parents/guardians know what is going on in this school	55% agree	74% agree

#### Stakeholder Interviews, Documents and Artifacts

- While stakeholder survey data indicated a high level of communication regarding school goals and activities, evidence indicated limited communication and interaction about goal development, monitoring of actions plans, or re-evaluation of the district and school level goals.
- There was limited documentation of a systematic and formalized strategy to communicate with the district's stakeholders or an outreach plan to involve them in decision-making for improvement purposes.
- Statements made during interviews with school board members indicated that the persistently low achieving school status was only important in that board members "wanted it to go away."
- Interviews with community stakeholders indicated that there were few opportunities to serve in meaningful leadership roles, provide feedback to district leadership, help to shape decisions, and/or work on school/district improvement planning.
- According to the district's Self-Assessment, "District leadership is in the process of establishing multiple advisory groups to engage stakeholders....and will involve students, parents, teachers, administrators, and community." The superintendent also stated his intention to form advisory groups during his presentation.
- A review of artifacts and documentation revealed that the superintendent has initiated a student advisory committee (for students in grades 7-12) to "advise him on education issues relevant to students throughout the school district," suggesting that an effort is being made to place a priority on students' voices and involvement. There was no evidence showing an effort to establish other stakeholder advisory groups.

- There was limited evidence of a district initiative to involve stakeholders in the development of a vision and mission statement. The absence of meaningful involvement by teachers, staff, parents and the broader community appears to have results in minimal support for the district's newly created statement of purpose and direction.
- The superintendent stated in his presentation that no student representatives were included in the development of the district vision and mission statements.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team's findings.

Indicator	Improvement Priority
2.6	<b>Refine and implement staff supervision and evaluation processes to ensure consistent implementation with timely and meaningful feedback that focuses on improvement of rigorous instructional strategies as evidenced by increased student achievement.</b>
Rationale	

#### Student Performance Data

- As detailed elsewhere in this report, district student performance data strongly suggests that the consistent implementation of a supervision/evaluation system is not occurring and that an expectation for the curricular and instructional program to be delivered with rigor has not been established.
- District performance data does not reflect the implementation of systematic processes to monitor and support implementation of effective teaching strategies and professional development training.
- According to the 2013 State Report Card, the district's elementary and middle school achievement outperformed the district's high schools in 2013. Knox County Public Schools' overall accountability performance of 46.1 in 2012 increased to 50.0 in 2013, which also meant that the district's percentile ranking in Kentucky school districts increased from the 7<sup>th</sup> percentile to the 20<sup>th</sup> percentile. Although the district has experienced a positive movement in its overall accountability performance, ranking in the 20<sup>th</sup> percentile is still a significant concern.
- The 2013 KDE District Report Card depicts the district's achievement accountability as compared to the state. The district's low performance in reading and mathematics, especially in mathematics, shows the greatest need for district and stakeholder's attention and unified actions.

#### Classroom Observation Data

- Similarly, classroom observation data does not suggest that the district has established effective process for monitoring, evaluating, or supervising instructional effectiveness.

- Instances in which students had ongoing opportunities to learn about their own and others' backgrounds/cultures/differences were evident/very evident in just 8% of classrooms. The results indicate that the majority of the classrooms did not offer students opportunities to engage in discussions with their peers and teacher.
- Instances in which students were provided rubrics, answered questions about progress from the teacher, reviewed exemplars, and were given opportunities to revise work based on teacher feedback were infrequent. The overall rating for the Progress Monitoring Learning Environment was 2.2 out of possible 4.0.
- Instances in which students were provided exemplars of high quality work were evident/very evident in 14% of classrooms, suggesting that teachers have not consistently demonstrated expectations for high quality work. The observation data contradicts the staff perception data.
- Instances in which students were engaged in rigorous coursework, discussion, and/or tasks were evident in 32% of classrooms, suggesting that professional development focusing on rigor and relevance has had little impact on instructional effectiveness.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying evaluating, synthesizing) were evident in only 28% of classrooms. This data suggests that the degree to which the school has been successful in establishing a high expectations environment is limited and supports the evidence that shows the lack of district support to establish high expectations for all students and schools.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 41% of classrooms.

#### Stakeholder Survey Data

- Staff survey data indicates that a high percentage of staff agree or strongly agree that they are evaluated on established criteria to improve student learning, and that they receive feedback that assists them in improving their craft.
  - 90% of staff agree or strongly agree that, "Our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning."
  - 75% of staff agree or strongly agree that, "Our school's leaders ensure all staff members use supervisory feedback to improve student learning."
- Student survey data implies a different perspective of the instructional program provided at their school.
  - 72% of students agree or strongly agree with the statement, "In my school, the principal and teachers have high expectations of me."

#### Stakeholder Interviews, Documents and Artifacts

- Review of documents and artifacts indicated the district has no systematic walkthrough procedures to monitor instructional delivery for all content areas and schools.
- Review of documents and artifacts, along with stakeholder interview statements, revealed that the district staff and principals used the walkthrough instrument at KCHS for calibration purposes, but the school did not receive any summative data or feedback from the observations.

- Interviews with district staff indicated that a second district-wide calibration of the walkthrough instrument was planned for later in March 2013. There was no indication from stakeholders that the data gathered for the second round would be analyzed or shared with the respective school.
- Interviews with stakeholders indicated that conversations about and training on rigorous instruction occurred at the district level, but the diagnostic review team found limited evidence that rigorous instructional strategies were actually implemented in classrooms.
- Interviews with school board members did not reveal that the district has a unified approach to improving or addressing low student performance across all schools and ensuring a rigorous instructional program.
- Interviews with stakeholders revealed that they were unaware of the district's low level of student success in the Advanced Placement program.
- Interviews with stakeholders indicated that several school board members have been vocal about the performance of several district staff members, and in several instances were perceived as threatening the loss of district staff members' current positions.
- According to the district's Self-Assessment, the "district is currently implementing a plan to transition from the existing evaluation process to TPGES and PPGES." The Self-Assessment also stated that "in 2013-2014 all schools will implement the blended plan before full implementation of TPGES and PPGES occurs in 2014-2015."

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for this indicator, which is higher than the team's findings.

Indicator	Improvement Priority
3.2/3.4	Develop and implement systematic processes that require collaboration with school leaders and the interpretation of a variety of assessment data to support, monitor, and evaluate district-wide curriculum implementation, delivery of instruction, and application of professional learning.
Rationale	

#### Student Performance Data

- Student performance data suggests that the district has not established systematic processes for continuous monitoring and adjustment of curriculum, instruction, and assessment based on multiple sources of data about student learning.
  - KCHS student performance data for 2012 and 2013 demonstrates a 4.2% decrease in achievement.

- KCHS student performance data for 2012 and 2013 demonstrates a 5.4% decrease in gap score.
- KCHS demonstrated a 5.8% increase in its overall score, but did not meet AMO.
- As detailed previously in this report, percentages of students performing at Novice or Apprentice levels in core academic areas remain high.
- The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013. Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. This data indicates that gains are being achieved at Knox Central High School at a greater rate than the overall district growth.
- The percentage of Knox Central students meeting ACT benchmarks in 2013 rose in all areas compared to 2012 ACT benchmark data. In English, 43.0% of students met the ACT benchmark, demonstrating an increase of 0.3%. In mathematics, 30.2% of students met the ACT benchmark, demonstrating an increase of 4.5%. In reading, 30.8% of students met the ACT benchmark, demonstrating an increase of 1.0%.
- While ACT scores improved at Knox Central High School, the scores remain lower than the state scores in all areas. The overall ACT at the school level was 17.6 while the state level was 19.2. The school ACT subtest results were all below the state average: English, 16.6 compared to the state's 18.4; math, 17.5 compared to the state's 18.9; reading, 17.8 compared to the state's 19.4; and science, 18.0 compared to the state's 19.5.

#### Classroom Observation Data

- As detailed previously in this report, classroom observation data does not suggest that the district has maintained systematic efforts to ensure a strong alignment between curriculum, instruction, and assessment. Classroom observation data suggests that although learning environments seem to be generally well managed, many students are not receiving the instructional supports they need to achieve.

#### Stakeholder Survey Data

- Stakeholder survey data does not suggest that the district has continuously and systematically monitored and adjusted the curriculum, instruction, and assessment to prepare students for the next levels of learning. The difference between the overall district percentages as compared to the school percentages for the same survey items is of particular note.
  - TELL Kentucky KCHS survey data indicated:
    - 38% of teachers agreed that they have an appropriate level of influence on decision making in the school, compared to 54% agreeing or strongly agreeing district-wide.
    - 61% of teachers indicated that they are trusted to make sound professional decisions about instruction, compared to 73% agreeing or strongly agreeing district-wide.

- 55% of teachers agreed that they are relied upon to make decisions about educational issues, compared to 71% agreeing or strongly agreeing district-wide.
- 62% of teachers agreed that teachers are recognized as educational experts, compared to 72% agreeing or strongly agreeing district-wide.
- 78% of staff agree or strongly agree with the statement, “....teachers...monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice.”
- Student survey results strongly imply a lack of data usage to modify the curriculum and instruction to meet their unique needs and interests.
  - 41% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
  - 59% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills to succeed.”

#### Stakeholder Interviews, Documents and Artifacts:

- Parent/community stakeholder interviews indicated that the district had not made adequate efforts to vertically align curriculum.
- Staff interviews indicated that the district administrators do not monitor curriculum delivery, instructional quality, or formative and interim assessment data at KCHS.
- Interviews with multiple district staff members revealed that vertical and horizontal planning for standards and curriculum is a goal for the future. Interviews with district and campus staff revealed a 50% turnover rate in the teaching staff at KCHS since the last diagnostic review. A high teacher turnover rate is associated with lack of instructional supports for teachers.
- School staff reported minimal support related to curriculum development and oversight, involvement in data reviews, and classroom observations and feedback from district staff members. School-level staff described provision of professional growth plans and PLC structures to inform and improve professional practice with minimal to no involvement by district specialists.
- School and district staff reported that district staff members conducted “calibration” walk-throughs only with no feedback or results shared. According to school staff members interviewed, additional walkthrough activities have been routinely carried out by campus-level leaders.
- Review of documents and artifacts did not reveal a district system of monitoring instruction on a consistent, productive basis. District leaders participated in calibration walkthroughs once at about the mid-point of the 2013-2014 year. According to district and staff employees, the results of the classroom visits were not shared with teachers or with campus leaders for use in



improving instruction. In contrast, documents revealed that the campus principal had made 155 classroom walkthrough visits, and other campus leaders had made a total of 69 visits.

- Although district and campus interviews revealed that the PGES has been piloted at the KCHS campus, the review of documents and artifacts did not reveal evidence of systematic planning for full PGES implementation in the fall of 2014.

#### Other Pertinent Information

- The district rated itself as a 2 on the Self-Assessment for these indicators, which is higher than the team's rating.

Indicator	Improvement Priority
3.6	<b>Develop, implement, and monitor effective instructional processes in all schools that clearly inform students of learning expectations and standards of performance. Ensure that the process also 1) provides exemplars of high quality students work to facilitate students' understanding of learning expectations, 2) uses a variety of formative assessments to inform possible modification to instruction or use of different strategies to meet all students' needs, 3) provides timely and specific feedback on student progress.</b>
Rationale	

#### Student Performance Data

As detailed elsewhere in this report, performance data suggests the absence of an instructional process that is systematically implemented across the district that clearly informs students of learning expectations, effectively uses formative assessment data to make modification to instruction, and provides specific and timely feedback to student on their work.

- The percentages of students performing at Novice or Apprentice levels in core academic areas remain high.
  - 2013 reading achievement data indicates that 56.9% of students performed at Novice or Apprentice levels.
  - 2013 mathematics achievement data indicates that 88.9% of students performed at Novice or Apprentice levels.
  - 2013 science achievement data indicates that 77.6% of students performed at Novice or Apprentice levels.
  - 2013 social studies achievement data indicates that 60.4% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 10) indicates that 69.6% of students performed at Novice or Apprentice levels.
  - 2013 writing achievement data (Grade 11) indicates that 48.2% of students performed at Novice or Apprentice levels.

- 2013 Language Mechanics achievement data indicates that 58.2% of students performed at Novice or Apprentice levels.
- The district's overall accountability score increased from 46.1 in 2012 to 50.0 in 2013, which also resulted in the district's accountability percentile increasing from 7% in 2012 to 20% in 2013. Knox Central High School's overall accountability score improved from 46.8 in 2012 to 52.6 in 2013, which also resulted in the school's accountability percentile increasing from 16% in 2012 to 40% in 2013. This data indicated that gains are being achieved at Knox Central High School at a greater rate than the overall district growth.

#### Classroom Observation Data

- Classroom observation data does not indicate that the district has established consistent, systematic instructional processes for providing students with information about their progress in learning and meeting standards of performance. The percentages associated with evidence of progress monitoring and feedback in the classroom observations were consistent with patterns noted in student performance data.
  - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 30% of classrooms.
  - Instances in which students demonstrated that they understood how their work was assessed were evident/very evident in 28% of classrooms.
  - Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 28% of classrooms.

#### Stakeholder Survey Data

Stakeholder survey results suggest that staff and students have positive perceptions regarding classroom instruction, which includes using multiple assessments and providing feedback about learning. Almost half of the students were in disagreement or neutral about how teachers vary their instruction for their learning needs.

- Staff survey results indicate:
  - 64% of staff agree or strongly agree with the statement "all teachers in our school provide students with specific and timely feedback about their learning."
  - 69% of staff agree or strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise curriculum."
  - However, TELL Kentucky KCHS 2013 survey data, which includes only teacher perceptions, indicates that 87% of staff agrees that "teachers use assessment data to inform their instruction."
- Student survey results indicate:
  - 59% of students agree or strongly agree that, "All of my teachers provide me with information about my learning and grades."
  - 77% of students agree or strongly agree that, "My school gives me multiple assessments to check my understanding of what was taught."

- 59% of students agree or strongly agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills to succeed.”
- 41% of students indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews, Documents and Artifacts:

- Interviews with school staff members indicated that district staff members do not provide supports for reviewing interim/formative assessment data.
- Interviews with district staff members indicated that the only classroom walkthroughs they had done were for calibration purposes. Knox Central High School’s staff interviews confirmed that feedback/results were not provided from any of the calibration walkthrough visits. Interviews with district staff members indicate that they had not provided help with assessments other than state-level assessments.
- The superintendent noted in his presentation that district policies are revised on an as-needed basis.
- Review of documents and artifacts did not provide evidence that a clearly defined comprehensive student assessment system exists.
- Review of documents and artifacts revealed that a process to establish, monitor, and evaluate the effectiveness of the grading reporting policies and practices do not exist.
- Review of documents and artifacts revealed that KCHS has implemented a standards-based report card which is providing more formative feedback to students prior to summative assessments. In staff interviews, information was shared that the initiative for the standards-based report card had come primarily from the campus-level staff. Evidence of approval for the policy at the district level was not clearly documented.

Other Pertinent Information

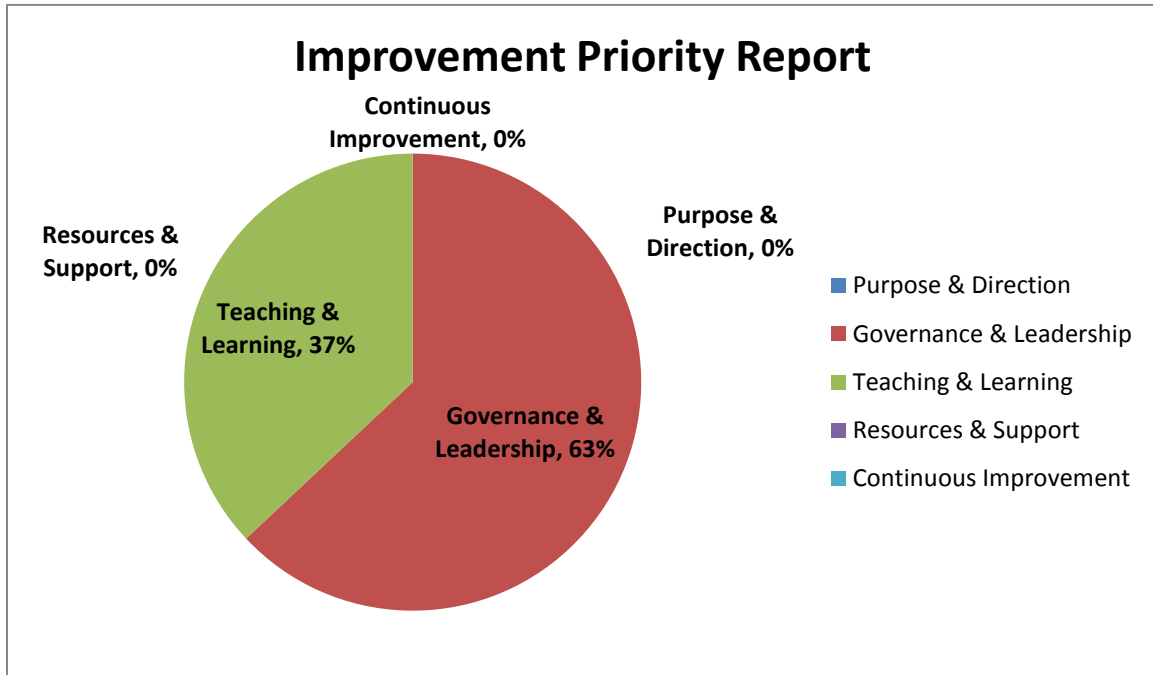
- The district rated itself as a 1 on the Self-Assessment for this indicator, which aligns with the team’s findings.

## Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	3	2
1.2	2	2
1.3	2	2
1.4	2	2
2.1	2	1
2.2	2	1
2.3	2	1
2.4	2	2
2.5	2	1
2.6	2	1
3.1	2	2
3.2	2	1
3.3	2	2
3.4	2	2
3.5	2	2
3.6	1	1
3.7	2	2
3.8	2	2
3.9	2	2
3.10	2	2
3.11	3	2
3.12	2	2
4.1	3	2
4.2	3	2
4.3	4	3
4.4	2	2
4.5	2	2
4.6	3	2
4.7	2	3
4.8	2	2
5.1	3	2
5.2	2	2
5.3	2	2
5.4	2	2
5.5	3	2

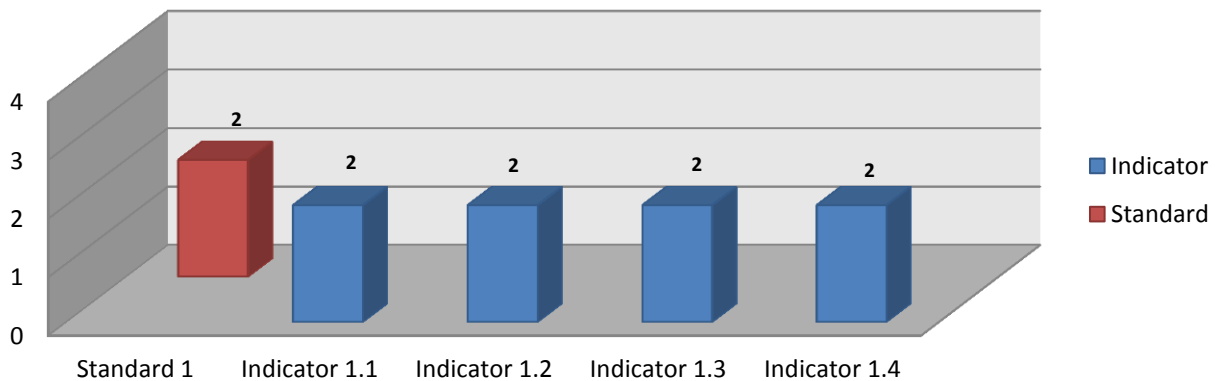
## Diagnostic Review Visuals

Percentage of Standards identified as  
Improvement Priorities

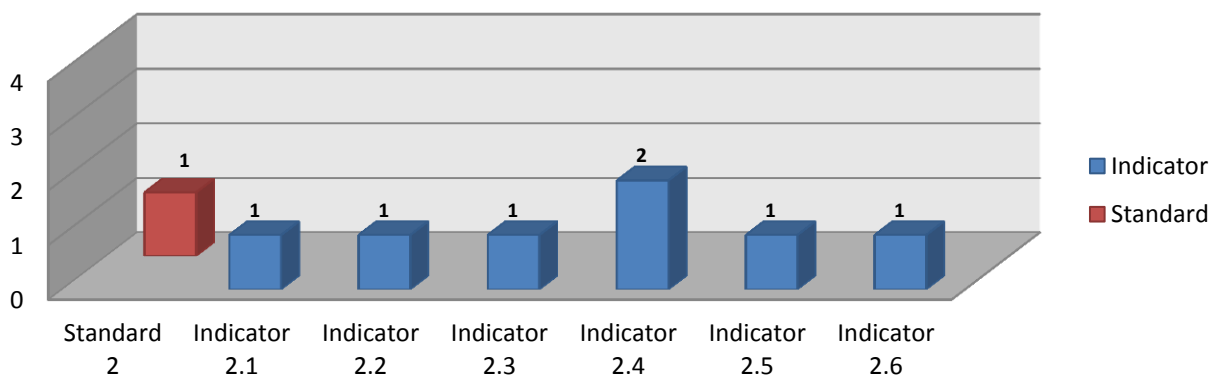


Average ratings for each  
Standard and its Indicators

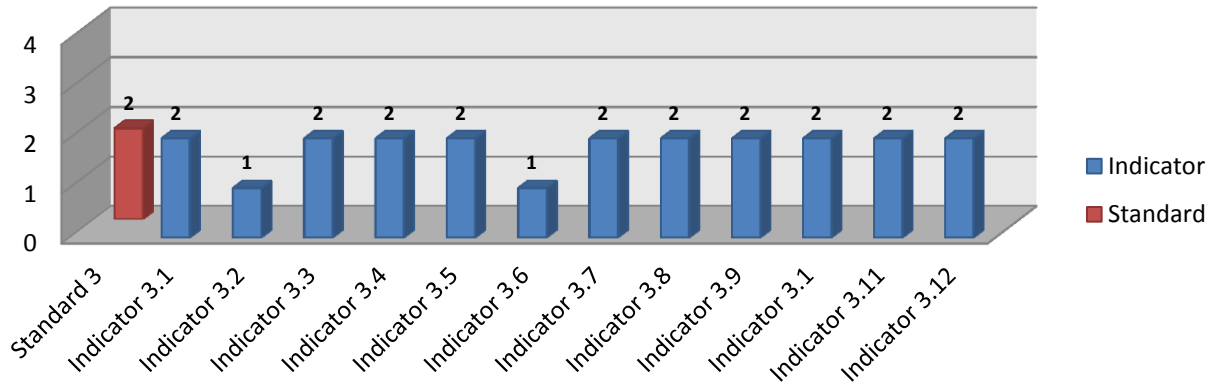
### Standard 1: Purpose and Direction



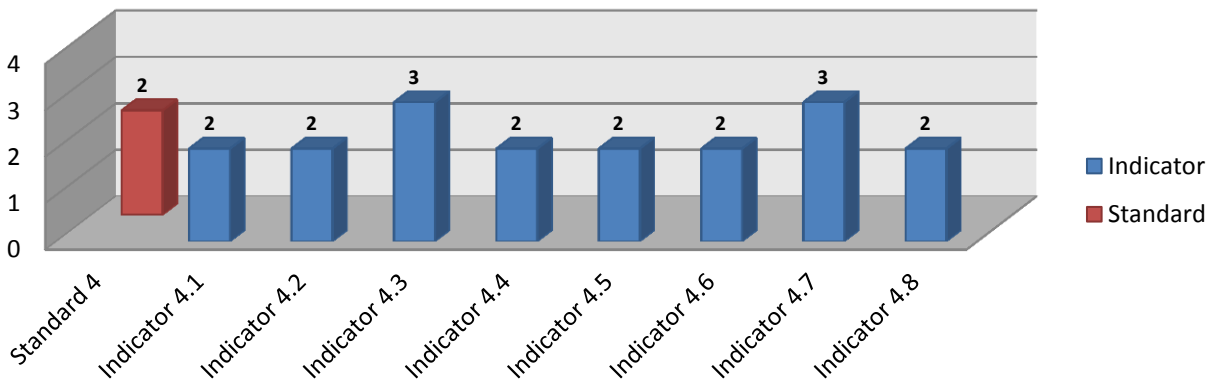
### Standard 2: Governance and Leadership



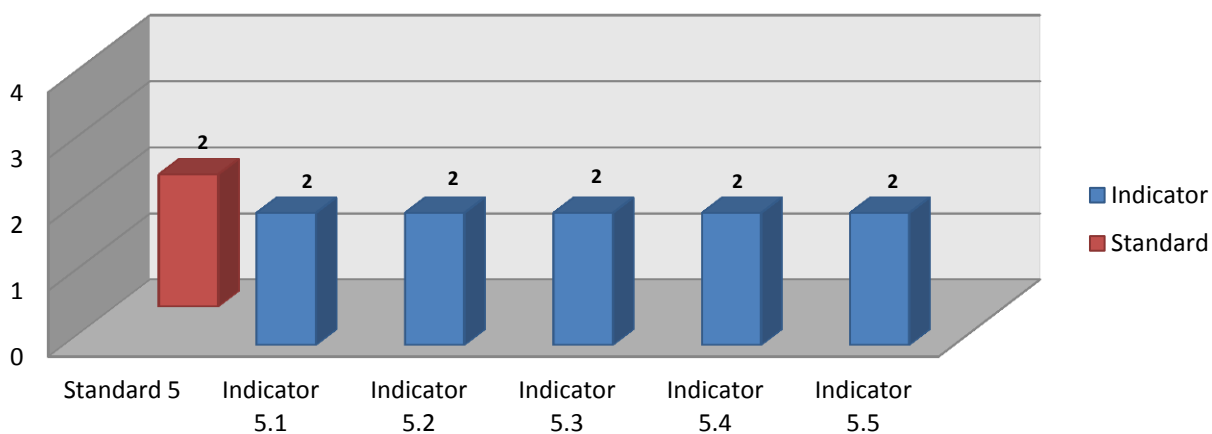
### Standard 3: Teaching and Learning



### Standard 4: Resources and Support



## Standard 5: Continuous Improvement





## 2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Knox County School District.

The comments in the section, “District evidence and District Comments” were copied as they were submitted in their final report for the Leadership Addendum.

Deficiency 1: District leadership has not consistently monitored classroom instruction to ensure effective instructional practices improve student academic performance.

School/District	Team	
Knox County Schools		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

Walkthrough data  
CDIP

District comments:

The district revised the walkthrough instrument to the rigor and relevance component ELEOT walkthrough instrument. Teachers are provided timely feedback through email. In CDIP, principals were given a goal for a certain number of walkthroughs. After review of data from the walkthrough (district, CTL), the district determined rigor was a concern.

Team evidence:

- District-designed walkthrough instrument
- Classroom observation data
- Superintendent’s presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results

Team comments:

- According to staff interviews, a number of respondents stated that there is no systematic/formalized process to monitor the instructional program at Knox Central High School. Many of the district staff members are new to their positions this school year, and are struggling to fully understand their roles and responsibilities, as well as expectations relative to supporting the

high school's curricular and instructional programs. Additionally, interviews conducted with the high school staff revealed that the district staff provides little support and guidance with regard to supervision and monitoring. Specifically, the high school has not received district guidance and/or feedback in these areas:

- delivery of the assessed curriculum
- instructional quality
- review of interim or formative assessment data
- monitoring of PLCs

According to Knox Central High School staff survey results, 83% agree or strongly agree that teachers have "...been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)," which indicates that the high school has addressed this area of need independently of the district.

Through interviews and review of documents, it was revealed that the district very recently developed a walkthrough classroom observation tool to use for purposes of monitoring and ensuring quality teaching. One of the district-facilitated PLCs for administrators focused on using the walkthrough instrument at Knox Central High School for the purpose of calibrating the use of the instrument. Over 160 observations were completed, but to date no data has been analyzed or shared with the high school staff. A review of documents also revealed that administrators are required to conduct walkthrough observations for a minimum of 20% of their school's teaching staff each week. This same document stated that district staff was expected to conduct observations, but the statement fell short of stating specific expectations such as the number and method to share the results.

**Deficiency 2: District leadership has not assured assessment strategies support proficient student work.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

**District evidence:**

Rubrics  
Principal PLC data  
Learning checks  
CASL

**District comments:**

Student achievement data and teacher evaluation data confirmed the need for quality control of all teacher-made assessments.

As we began to try to develop a district rubric to ensure quality assessments, we realized that all of us

needed a common understanding of quality formative and summative assessments. With guidance from KDE, a core group of staff members attended face-to-face training with Rick Stiggins. Working with district leadership including principals, this group planned a multiple year process of training all certified in our new common understanding of assessment literacy. First, a core group of team leaders and administrators were trained. This group then led sessions at each school level with staff members in small groups of 4-7. To ensure that all groups received the same information and participated in the same core experiences, agendas and materials were provided to all leaders. Teachers were encouraged to practice their new learning in the classroom and share reflection of their practice in their learning teams. All staff participated in these sessions from 2011 to spring 2013. The staff has become used to some of the Stiggins rubrics and other recommended rubrics.

As we move to developing assessments in CIITS, work on a district rubric is being scheduled.

Team evidence:

- District-designed walkthrough instrument
- Classroom observation data
- Superintendent's presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results
- Professional Learning Communities' agendas, presentations, minutes
- Knox County Schools' website, curriculum mapping, and pacing guides
- Knox Central High School's website
- Standards-Based Grading Policy from Knox Central High School

Team comments:

Interviews and documentation indicate that the district has taken no measures to assure the development of an assessment system that:

- 1) Offers direction and guidance to teachers through appropriate professional development in the creation of quality assessments,
- 2) Establishes a process for review of assessments and assessment items for determining value and information for re-teaching and interventions,
- 3) Creates a process for the collection of assessment data,
- 4) Initiates assessment data discussions across schools, grades and subjects, and
- 5) Engages students in the analysis of their own work in determining what proficient work looks like.

District interviews indicated past efforts were made to develop assessment understanding with KDE assistance and assessment training provided by Rick Stiggins, but no evidence indicated that these measures were ongoing. During interviews, the superintendent discussed his intention, at some future point, to have all classroom assessments uploaded on CIITS, but no specifics of how this process would work were discussed.

Classroom observation data suggests that the degree to which professional development has enabled teachers to provide instruction that is individualized/personalized is limited. The data indicates that the

district does not have a systematic process for providing, supporting, and monitoring professional development for improving classroom teaching.

**Deficiency 3: District leadership has not ensured vertical collaborative discussions occur between feeder and receiver schools to eliminate overlaps and gaps in the curriculum at key transition points.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

AP Vertical team documentation  
Curriculum updates  
Curriculum committee timelines  
ELLN documentation

District comments:

All curriculum has been revised, with emphasis on transition. Although discussions have occurred, it has not been a systematic process done routinely at all transition points. Routine discussions have occurred in the past three years at the middle to high school, 6<sup>th</sup> grade to middle and more recently preschool to kindergarten.

Team evidence:

- District-designed walkthrough instrument
- Classroom observation data
- Superintendent's presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results
- Professional Learning Communities' agendas, presentations, minutes
- Knox County Schools' website, curriculum mapping, and pacing guides

Team comments:

Interviews and documentation reveal the district has not established a systemic process for ensuring vertical collaborative discussions occur between feeder and receiver schools. According to district professional development plans, some conversations have occurred, particularly regarding math, between feeder schools, but no process for including other content areas have occurred. While the district has initiated a calibration process for walkthroughs, there has been no continuing process to

incorporate all schools in the district and no process to disaggregate walkthrough data.

Interviews with school staff members reported minimal involvement by district staff members in professional learning community structures and activities implemented by school-based leadership. KCHS staff members reported engaging in weekly PLCs with the campus leaders to review instructional strategies, analyze and interpret data, and study/review.

Interviews with district staff members revealed little to no involvement with PLC structures at KCHS.

**Deficiency 4: District leadership has not ensured that a “no excuses” mindset exists in all schools and with all stakeholders.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

Revised mission  
Communication samples  
PartnerCorps/Gear Up plans  
Non-negotiable document  
New teacher induction document

District comments:

For the past 2 years the district used the principal PLC monitoring tool on a monthly basis. Principals reported assessment data to the board once a year.

The district implemented and monitored non-negotiables through walkthroughs.

Various stakeholders were involved in creating a new district vision and mission statement this year. The superintendent has met with each school’s principal to review MAP data and to develop SMART goals.

The district plans to include district directors in meetings with principals to review MAP data and to develop SMART goals. Quarterly reports have been submitted to the superintendent and Board for Knox Middle and Knox Central, with implementation of quarterly reports for all schools for the 2014-14 school year.

Team evidence:

- Classroom observation data
- Superintendent's presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results
- District vision and mission statements
- Knox Central High School's Standards-Based Grading Policy

Team comments:

Extensive interviews and review of documentation reveal limited evidence to suggest that a "no excuse" philosophy has been instilled in Knox County Schools. While the district has created a new vision and mission statement focusing on rigor and college/career prep, there is limited evidence that processes have been discussed/initiated to make this a reality. Interviews with the superintendent often reference future plans, but there is no evidence of past actions or immediate planning to address this issue and no evidence of a sense of urgency to do so. The district has given minimal attention to the immediate needs of the system or the students. For the most part, Knox Central High School appears to operate outside of the immediate attention of the board with limited attention focused on student achievement. Unfortunately, significant time and opportunities have been lost over the past several months in the reshuffling of central office staff and other adult-oriented issues that have left the immediate needs of Knox Central High School unmet.

**Deficiency 5: District leadership has not intentionally developed or supported authentic parental involvement focused on improving student achievement.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

Parent meeting documentation  
SBDM examples  
Communication samples  
FRYSC parent involvement documentation

District comments:

Knox County began using the Missing Piece to the Proficiency Puzzle as a guide to evaluate our district and school level parent/community engagement as a response to this deficiency. Each school was asked to rate their current (2012) quality of parent engagement and to make a plan of action to address areas

of need. Each school was encouraged to focus on one or two areas that would address their needs. As a district, we have made increased efforts to make information available to parents in a more easily understood format. We have increased our methods of providing information. We have also increasingly asked for feedback from stakeholders. At the district level, we have increased our presence in the local newspaper and at the Chamber of Commerce meetings.

This year as schools developed CSIP in ASSIST they also addressed the Missing Piece to the Proficiency Puzzle in ASSIST.

We have partnered with Gear Up, PartnerCorp and Gear Up i3 to increase parent engagement in student learning at Knox Central.

This year as schools developed CSIP in ASSIST they also addressed the Missing Piece to the Proficiency Puzzle in ASSIST.

We have partnered with Gear Up, PartnerCorp and Gear Up i3 to increase parent engagement in student learning at Knox Central.

Team evidence:

- Classroom observation data
- Superintendent's presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results
- Missing Piece documents

Team comments:

The Diagnostic Review Team interviewed internal and external stakeholders to determine if this deficiency had been addressed in a timely manner, and to learn the district's plan to engage parents in their child's education. The team found little to no evidence that there was an intentional, strategic, and purposeful plan to significantly improve parental involvement and engagement at the district and school levels. Throughout the interview sessions, the consistent theme that emerged when the question was posed about this deficiency was that parent engagement was a problem. With the exception of one school board member, a vision, formalized plan, or verbal description of next steps was not expressed. All stakeholders articulated that the lack of parental involvement in their children's education was a concern.

Stakeholder survey data collected at the school level:

- Staff survey results indicate that 52% agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
- Student survey results indicate that 51% agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
- Parent survey results indicate that 73% agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."
- TELL Kentucky survey data indicates that:

58% of teachers agree or strongly agree that clear, two way communication with the community

is evident.

55% of teachers agree or strongly agree that parents/guardians know what is going on in this school.

73% of teachers agree or strongly agree that teachers provide information about student learning.

26% of teachers agree or strongly agree that parents support teachers and contribute to student success.

40% of teachers agree or strongly agree that parents/guardians are influential decision makers in this school.

Stakeholder interviews, document and artifact review:

- Review of documents and artifacts demonstrate that the school maintains a parent email list, provides newsletters for parents, and utilizes Infinite Campus to communicate with parents about their child's progress.
- Review of documents and artifacts demonstrate that the district's CDIP has goals and activities that are related to communications with stakeholders, specifically that "students receive home visits when academic, attendance, behavior, or family support needs are identified."
- On The Missing Piece, the school rated themselves as Novice for "Optional parent-teacher conferences are offered at school and parents are notified if a teacher wants to conference."
- Review of documents showed minimal attendance to parent involvement events at KCHS.

Interviews with staff repeatedly pointed out that while some attempts had been made to involve parents in learning, the majority of parents were still uninvolved.

**Deficiency 6: District leadership has not ensured professional growth plans foster an effective evaluation process.**

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
X		This deficiency has been partially addressed.
	X	There is little or no evidence of improvement with regard to this deficiency.

District evidence:

Professional Growth Plan  
Professional development records  
Professional development policy

District comments:

In an attempt to address this deficiency found by the February 2011 District Audit Team, the District Certified Evaluation Committee was charged with developing a new professional growth format that included reflection of professional growth needs. After a series of meetings and a review of plans from



successful districts across the state, our new format was developed and approved by the Knox County Board of Education.

In addition to redesigning this format, a district professional development survey form was developed by the district professional development committee. This form has changed somewhat every year to help ensure alignment with district vision and priorities. Because of our many weather days, the survey for 2015 is still in draft form at the time of this upload. After-school staff members were surveyed to determine their professional learning needs, and a school-level professional learning plan district-level professional learning plan were developed. Upon completion, plans were presented to the Knox County Board of Education.

In Knox County, professional learning opportunities are first evaluated at the session level. In addition, to ensure a timely, systematic response to walkthroughs/evaluations, official professional development records are to be provided to schools for all certified staff to review in October and January/February. Each certified staff member is charged with reviewing the accuracy of his/her professional learning record and given the opportunity to reflect on the impact of professional learning experience on classroom instruction and assessment practices, asked to describe additional support/training needed, and given an opportunity for additional comments on his/her professional learning needs. Principals are assisted in the review of this data at the school level and the Professional Development coordinator reviews this data at the district level.

Additionally, this past spring, the Knox County Board of Education revised our professional development policy and procedures to reflect a change in the date for the completion of the required 24 contract hours. These hours are now required to be complete by the last calendar professional learning day. This change reflects an effort to more closely align student achievement, certified evaluation, and professional learning.

Team evidence:

- District Comprehensive Improvement Plan (with Professional Development Goals)
- Classroom observation data
- Superintendent's presentation
- Internal and external stakeholder interviews
- Documents and artifacts review
- Survey results

Team comments:

Through interviews, observations, and documentation it is evident the district has not devised a systematic process for determining the professional development needs of the faculty and staff at its schools nor has it devised a way for measuring or evaluating the actual impact of professional development on instructional practices in the classroom. While the district has created a CDIP that focuses on the KDE required components, there is no evidence of focus on those goals or a plan in place for meeting the goal expectations. Faculty continue to create required professional growth plans, but no evidence exists which suggests how goals are chosen, reviewed, or shows plans for implementation. As the district has not created a classroom walkthrough plan, there is no process for collecting

classroom data, reviewing classroom data, or a process for offering teachers valuable feedback about their instructional practices.

Interviews with district office staff indicate walkthrough data collection has only occurred one time this school year with no feedback offered to teachers.

Interviews and documentation indicate that district presence in the high school is limited and does not include data disaggregation or professional practice planning.

## Diagnostic Review Team Schedule

### Knox County Public Schools

#### Sunday, March 9, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

#### Monday, March 10, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Standards Presentation - Questions/topics to be addressed:  <u>This presentation should specifically address the findings from the Leadership Assessment/Diagnostic Review Report completed two years ago for priority school as well as the school system. It highlight the impact of school improvement initiatives begun as a result of the previous Leadership Assessment/Diagnostic Review, and it should provide details and point to documentation indicating how the school has improved student achievement as well as conditions that support learning in the last two years.</u>  1. Vision, i.e., from where has the district come,	District office conference room	Diagnostic Review Team Members, District Staff

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Diagnostic Review Report

	<p>where is the district now, and where is the district trying to go from here.</p> <p>2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p> <p>3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels?</p> <p>4. What has the system done to evaluate, support, and monitor improvement at the priority school in the last two years?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school district present to indicate that learning conditions and student achievement have improved?</p>		
9:30 – 9:45	Break	District office	Diagnostic Review Team Members
9:45 – 10:45 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members, Superintendent
10:45 – 11:45	Individual interviews with district office staff	District office	Diagnostic Review Team Members (divided)
11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members
12:30 – 2:15 p.m.	Individual interviews with school board members	District office	Diagnostic Review Team Members (divided)
12:30-2:15 p.m.	Interviews with Knox County High School ER staff	Knox County HS	Diagnostic Review Team Members (divided)
2:15 – 3:00 p.m.	Interview community members	District office	Diagnostic Review Team Members (divided)
3:00 – 4:00 p.m.	Review artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
4:20-5:30 p.m.	Evening Work Session #2	Hotel Conference room	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:00 p.m.	<p>Evening Work Session #2</p> <ul style="list-style-type: none"> <li>Review findings from Monday</li> <li>Team members working in pairs re-examine ratings and report back to full team</li> <li>Discuss potential for Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific)</li> <li>Prepare for Day 2</li> </ul>	Hotel Conference room	Diagnostic Review Team Members
	Consider allowing time for the school and district teams to share information from Day 1.		

Knox County Public Schools  
Diagnostic Review Report

	<ul style="list-style-type: none"> <li>Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Opportunities for Improvement, Powerful Practices, Improvement Priorities</li> <li>If possible, allow time to review preliminary ELEOT data</li> </ul>		
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**Tuesday, March 11, 2014**

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
8:00 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 11:45 a.m.	Continue district office staff interviews	District office	Diagnostic Review Team Members (divided)
8:00-11:45 a.m.	Visit Knox County High School		Diagnostic Review Team Members (divided)
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members
12:30 -4:00 p.m.	Continue review of artifacts and documentation	District office	Diagnostic Review Team Members
4:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
TBD	Meet with the Lead Evaluators of the school diagnostic review team for the purpose of discussing preliminary findings including Improvement Priorities, indicator and standard ratings, etc.		Lead Evaluators
4:20-5:30 p.m.	Evening Work Session #3	Hotel Conference Room	Diagnostic Review Team Members
5:30 – 6:30 p.m.	Dinner	TBD	Diagnostic Review Team Members
6:30 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none"> <li>Review findings from Tuesday</li> <li>Obtain ELEOT ratings from the school team</li> <li>Team deliberations to determine standards and indicators ratings</li> <li>Reach consensus for Powerful Practices, Opportunities for Improvement, Improvement Priorities and the supporting evidence for these findings</li> </ul> Allow time for team members to identify and discuss: <ul style="list-style-type: none"> <li>Recurring themes, i.e., collaboration, commitment to continuous improvement, student engagement, etc.</li> <li>Themes that emerged from an analysis of the ELEOT data, i.e., differentiation, variety of instructional approaches, use of technology, existence of high expectations, etc.</li> </ul>	Hotel Conference Room	Diagnostic Review Team Members

**Wednesday, March 12, 2014**

Knox County Public Schools  
Diagnostic Review Report

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	Hotel	Diagnostic Review Team Members
8:00 – 11:30 a.m.	Team Work Session <ul style="list-style-type: none"> <li>• Complete any remaining interviews</li> <li>• Complete the examination of any documents/artifacts not reviewed previously</li> <li>• Team members are asked to examine all Opportunities for Improvement, Improvement Priorities, and Powerful Practices for accuracy and completeness.</li> <li>• Review final ratings for standards and indicators</li> <li>• Review and revise/edit supporting rationale for ratings</li> </ul>	District office conference room	Diagnostic Review Team Members
TBD	Kentucky Department of Education Leadership Meeting	TBD	Diagnostic Review Team Members and KDE Representative
11:30 a.m.-2:00 p.m.	Working Lunch <ul style="list-style-type: none"> <li>• Review and revise standards workbooks</li> <li>• Submit workbooks to Lead Evaluator</li> </ul>	District office conference room	Diagnostic Review Team Members
TBD	Exit Report with the superintendent  The Exit Report will be a brief meeting for the Lead Evaluators to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.  <u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>	District office conference room	Diagnostic Review Team Lead Evaluator

## About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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## **District Diagnostic Review Summary Report**

### **Knox County**

#### **School District**

**3/09/2014 – 3/12/2014**

The members of the Knox County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does not have the ability to manage the intervention of Knox Central High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_

I have received the diagnostic review report for Knox County School District and Knox Central High School.

Superintendent, Knox County

\_\_\_\_\_ Date: \_\_\_\_\_